

System Savings: streamlining the system

- 1) **Reduces the number of team meetings needed for each student.** This will free up the professionals (administrators, teachers, and service providers) to work with the students or on other issues such as their education.
- 2) **Reduces the need for mediations and hearings.** If students' needs are being met, parent satisfaction increases, reducing the need for advocates or litigation against the district.
- 3) **Districts' increased understanding of student's needs.** Districts will write evaluations with appropriate recommendations that will reduce the need for independent evaluations.
- 4) **Numbers of students needing specific programs will be identified.** This will allow districts to concentrate personnel and program materials by need.
- 5) **Assistive Technology will be streamlined and specifically offered to students who need it.** Should a district discover that more than one student requires or could benefit from the same assistive technology or service, it is more cost effective to obtain multiple licenses rather than one at a time.
- 6) **Out of district placements in private special needs schools will be reduced.** Oftentimes when student's needs are not being within the district, an out of district placement is requested either by the parent or the district. If the team has a better understanding what to do for the student, the need for a new placement is lessened, hence saving money. Students currently enrolled in out of district placements may be identified as able to go back to district based on the data.
- 7) **Transportation costs will be reduced with less students going out of district.**
- 8) **More students will pass state-mandated standardized tests and graduate with a diploma instead of staying in school till the age of 22.**
- 9) **Students with disabilities will be serviced by appropriate agencies initially, based upon appropriate student assessment.** Oftentimes students are disqualified from receiving services based upon a mis-categorization; for example, a student may be labeled intellectually impaired when in fact they are not. The Department of Developmental Services will fight eligibility for students based on their IQ criteria. However, many times there is an outlier in the average range that disqualifies the student from receiving adult services. If the parents already have this knowledge, they will not try to access services and the team will make the appropriate decisions as to the student's true disability.
- 10) **Behavioral supports will be put into place.** A behaviorist will become a part of the team, conduct a Functional Behavioral Assessment, and create a Behavior Intervention Plan reducing the need for court referrals and trials. Typically, administrators and/or teachers are needed in court which can take up an entire day or multiple days of their time when they could be working within the school.
- 11) **Early remediation of disability presentations may reduce the need for services in upper grades.** Some students may not need continued intense support or support at all.
- 12) **More students with special needs can go on to college, vocational training, and/or obtain meaningful employment.**