



Committee-of-the-Whole Meeting February 4, 2021

VIRTUAL MEETING INFORMATION

Due to the Covid-19 pandemic, District 64 is continuing to conduct Board of Education meetings online through Zoom. You can connect as an attendee through Zoom via a computer or mobile device, and you will be able to listen and view the meeting. While public attendees will be muted, they have the opportunity to email comments which will be read aloud by a Board member during the meeting.

Anyone unable to view these meetings remotely may attend in person. For the Committee-of-the-Whole meeting on Thursday, February 4, Jefferson School located at 8200 Greendale Ave in Niles, will be the designated alternate remote attendance location. The doors to the building will open 15 minutes prior to the start of the meeting. There is a strict limit of **no more than 10 people** gathering in one place in effect for this meeting. Anyone present at this location will be allowed to participate in public comments. **Face masks are mandatory.**

Should you have any comments for the committee concerning the policies being reviewed, please email public comments to:

d64-publiccomments@d64board.org

Attendee Options to Connect:

Please click this [link](#) to join the webinar through a computer or mobile device.

Password: 2mpN5Q

iPhone one-tap: **US: +13126266799,,94438313764#,,, *784503#**

Telephone: **US: +1 312 626 6799 (Chicago)**

and dial when prompted –

Webinar ID: 944 3831 3764

Passcode: 784503

Notes for online Board of Education meetings through Zoom:

- Attendees will be muted by default when calling or logging in to the Zoom meeting. The meeting will be in “listen only” mode.
- During the Public Comment portions, the Administrative Assistant to the Superintendent will read the emails that have been sent to d64-publiccomments@d64board.org
- The District will make every effort to post recorded online Board meetings afterwards.

Inspire every child to



**Board of Education
Park Ridge – Niles School District 64**

**Committee-of-the-Whole: Special Education
Thursday, February 4, 2021**

VIRTUAL MEETING

*Alternate Remote Attendance Location: Jefferson School- MPR
8200 Greendale Ave, Niles, IL 60714*

On some occasions, the order of business may be adjusted as the meeting progresses to accommodate Board members' schedules, the length of sessions, breaks, and other needs.

6:30 p.m. Call to Order & Roll Call

Board Recesses & Adjourns to Closed Meeting

-- Collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees [5 ILCS 120/2(c)(2)].

7:30 p.m. Board Adjourns from Closed Meeting & Resumes Committee-of-the-Whole Meeting

Pledge of Allegiance

Public Comments

A-1 Special Education Update

Adjournment

In accordance with the Americans with Disabilities Act (ADA), the Board of Education of Community Consolidated School District 64 Park Ridge-Niles will provide access to public meetings to persons with disabilities who request special accommodations. Any persons requiring special accommodations should contact the Director of Facility Management at (847) 318-4313 to arrange assistance or obtain information on accessibility. It is recommended that you contact the District, 3 business days prior to a school board meeting, so we can make every effort to accommodate you or provide for any special needs.

To: Board of Education
Dr. Eric Olson, Superintendent

From: Dr. Lea Anne Frost, Director of Student Services

Date: February 4, 2021

Re: Review and Update of the Student Services Department

Background Information

This Student Services Department Update shares information about district performance and the progress that has been made in addressing the spring audits of 2018. The key components of this presentation are:

- An Illinois State Board of Education (ISBE) Data Review
- District Audit Review
- PT3 update
- Parent IEP Feedback data
- ESY information, and
- A plan for the future

Several sources were used to compile information for this presentation. These sources include:

- The Illinois Report Card
- Data from the IEP Student Tracking and Reporting System (I-STAR)
- NWEA MAP Data Reports
- District 64 Parent IEP Survey Results, and
- Other Work-Related Documents

The primary roles of the Student Services Department includes:

- Special education programs and services
- 504 plans
- The McKinney-Vento Act
- Early Entrance into Kindergarten and First Grade, and
- Student Records

While the Student Learning Department takes the lead in the MTSS process and English Learners program, the Student Services Department supports these programs secondarily.

The Student Services Department has many strengths including:

- Strong positive working relationships between students, parents and staff.
- Learning environments tailored to the specific needs of our students.
- Low caseloads for staff.
- The involvement of parents who are equal partners in their child's education, and
- An abundance of resources in which to appropriately pair student needs.

However, at the core of the Department is our dedicated, hard-working and student-centered staff.

Data Review

Number of Students with IEPs

The data below show the number of students found eligible for an educational disability within the district over the last 5 years:

	2015/16	2016/17	2017/18	2018/19	2019/20
District	657	730	663	719	769
%	14.5 (enrollment of 4537)	15.8 (enrollment of 4621)	14.1 (enrollment of 4687)	15.2 (enrollment of 4707)	16.2% (enrollment of 4745)

Over the last 2 years, we have seen a steady increase in the number of students being found eligible. The National Center for Education Statistics reports that on average, 14 percent of students within a district are found eligible for special education services. Hence, District 64 currently exceeds the national average rate.

The Illinois State Board of Education (ISBE) identifies 14 indicators of which districts are evaluated upon related to special education. D64 is monitored on nine of these indicators (some indicators only apply to high school). Though indicators have been in place for more than 30 years, in August 2020, ISBE began an accountability system for tiered monitoring to determine state intervention/support and technical assistance needed to be provided to school districts on eight of these indicators. The results of these indicators are identified in the [Illinois Report Card](#). Data on these indicators are presented below:

Indicator 3 - Students with IEPs Performance on the State Assessment

The information below shows performance of students with IEPs on the state assessment for reading and math (Illinois Assessment for Readiness).

	ELA Proficiency			Math Proficiency		
	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
District	13.7%	21.6%	Not assessed	15.1%	21.1%	Not assessed
State	8.9%	9.2%	Not assessed	7.9%	8.5%	Not assessed
State Target	16.1%	23.1%	Not assessed	15.6%	23.2%	Not assessed
District Participation Rate	92.2%	94.3%	Not assessed	92.5%	92%	Not assessed
State Participation Rate	96.9%	97%	Not assessed	96.9%	96.7%	Not assessed

*note in 2017/18, 20 students took the state alternate assessment (DLM); in 2018/19, 22 students took the state alternate assessment

As indicated, there was an admirable increase in English/Language Arts (ELA) and Math proficiency for students with IEPs from 2017/18 to 2018/19. It was during the 2018/19 year that we piloted several new specialized curriculums and devised the elementary and middle school curriculum maps. Unfortunately, we did not administer the state assessment during the 2019/20

school year so we could not share the impact of our first year with curriculum maps and the intervention coach fully in place.

In an effort to gauge student performance in reading and math for 2019/20, we analyzed the NWEA MAP data. On average our students with IEPs were achieving at the 43rd percentile in reading and 32nd percentile in math. Some students' scores were above this percentile and some below, this is merely an average. Overall, students with IEPs were performing in the average range for both reading and math.

We also reviewed the fall growth percentiles. A rate at the 50th percentile shows average growth. Hence, students with IEPs made growth in reading as expected. However, the data show a lower growth rate in math. Overall, these data show students with IEPs tracking similarly with their district general education peers in growth. We are taking steps to mitigate these data, as is general education, by focusing on the math concepts that are the most important at that grade-level through small group and individual instruction.

I am pleased with these results as it demonstrates the positive impact the district is making with identifying appropriate curriculum, training and the use of the intervention coach in the success of student achievement. However, this is an area that we will continue to closely monitor and analyze.

Indicator 4b - Suspension and Expulsion for Students with IEPs

Indicator 4b shows that for the past three years, D64 has not experienced any disproportionality with suspending or expelling students with IEPs based upon race or ethnicity.

Indicator 5 - Educational Environment

Indicator 5 analyzes educational placement. All students have educational placement identified in their IEPs. Educational placement consists of special education services, be it services delivered by either a special education teacher, occupational therapist, speech therapist, or any other therapist in either a co-teaching, co-therapy, push-in or pull-out setting. Based upon the amount of time being provided in each type of setting, an educational environment percentage is calculated. When determining how services should be delivered, we always look at the least restrictive environment. We want to ensure that students with special needs are only removed from the general education environment when needed.

ISBE looks mainly at two major components of an educational environment: percent of students in general education for 80 percent or more of their school day and the separate facility or outplacement rate.

	2015/16	2016/17	2017/18	2018/19	2019/20
Inside gen ed 80% or more	63.3%	69.9%	79.6%	78.9%	77.7%
State target	55%	56%	57%	58%	58%
Separate facility	4.9%	5.5%	3.5%	5.3%	4.5%
State target	below 3.9%	below 3.9	below 3.9%	below 3.9%	below 3.9%

Based upon the data over the last 5 years, D64 is well-above the state target for the percent of students in general education 80 percent or more of a school day. In looking at separate facility

data, D64 only met the state target of below 3.9 percent for one year. These data, in part, are a reason why we created the Structured Learning Community program and will continue to look at creating other specialized programs to service our students within the district.

Indicator 6a - Educational Environment for Early Childhood

Indicator 6 reviews the educational environment in early childhood. The educational placement settings for early childhood include: attendance in a regular early childhood program where students receive special education services (such as our blended program); attendance in a regular early childhood program but receives services elsewhere (such as district itinerant speech services for students who attend the district community program or another preschool/day care); attendance in a separate class or facility (such as our early childhood instructional class); services delivered in a child’s home (such as district homebound instruction), and; services delivered by a service provider in which students do not attend an early childhood or special education program (such as speech itinerant services only). Compliance for indicator 6a is based on the setting where students receive special education services in a regular early childhood program.

	2017/18	2018/19	2019/20
District	45.7%	42.5%	18.4%
State Target	32.8%	32.9%	32.9%

D64 met the target in 2017/18 and 2018/19; however, we tapered off in 2019/20. An analysis of the data shows that we experienced some coding issues and that we need to review our service delivery of providing services within our blended programs. We have developed a system where we will continually review the data prior to submission to ISBE to ensure the data are accurate.

Indicators 9 and 10 - Disproportionality

Indicators 9 and 10 look at data by identification of race and ethnic groups for special education and by the thirteen different special education eligibilities. D64 met the targets and no disproportionality has been found for the last three years.

Indicators 11 and 12 - Evaluation Timelines

Indicator 11 addresses having an evaluation and IEP in place by a student’s 3rd birthday and Indicator 12 addresses meeting the 60 school day timeline for initial evaluations.

	2017/18	2018/19	2019/20
Development and implementation of an IEP by 3rd bday (Indicator 11)	No data	100%	100%
Met eligibility timelines (Indicator 12)	100%	99.5%	99.4%

We had one student outside of the timeline for indicator 12 in the last two years. We have instituted procedures so that this discrepancy can be addressed and no other violation occurs in the future.

District Audit Review

D64 conducted two audits during the spring of 2018. One audit was conducted by the interim

director Mike Padavic, and the other by LMT consulting. These audits and their findings are addressed continuously by the Department and PT3. We have made progress on the audit findings and have identified our top accomplishments for each year below:

Year One:

- Created a curriculum map that identifies the scientifically research-based or evidence-based reading, writing, and math programs that are for use by our interventionists and special education teachers.
- Developed common 504 forms and procedures for administration and a guidance manual for families which is posted on our website.
- Asked for board support in creating new and additional positions within the district. An example of some of the positions were an intervention coach, full time Assistive Technology (AT) specialist, a board certified behavior analyst (BCBA), an additional social worker, and special education coordinators, and
- Built collaboration within PT3. PT3 members spent the first few months developing norms and building relationships so that the group could function in a collaborative fashion.

Year Two:

- Staff were participatory in new curriculum and behavioral trainings. Additionally, our intervention coach attended professional development to become a trainer of the Wilson Reading System so that she could train and certify our internal staff.
- A parent IEP feedback form was developed and is sent to all families following an IEP meeting. Results of these data are shared later in this presentation, and
- The Structured Learning Community or SLC program was developed.

Year Three/This Year:

- Enhancing our district's MTSS process which included a parent video presentation and guidance manual which are posted on the website.
- Using our systems to gather and review data thereby becoming more efficient and effective.
- Creating a student records guidance document and presentation for building staff. We will also include additional information on students records in our next school years student handbook, and
- Developing a special education manual that serves as a reference tool for staff on internal procedures, practices, and resources.

PT3 Update

At this time, with the exception of April 2019, PT3 has met monthly since September 2018. We have 43 members on PT3 in which staff and parents represent each of the schools.

Over the last two years, PT3 has accomplished the following:

- Created a mission statement for the Special Education department.
- Constructed a parent survey in which the results were shared with the Board at the July 2019 Board Meeting.
- Created a professional development needs assessment, as required by the Individuals with Disabilities Education Act (IDEA), that continues to be sent to every district employee yearly.
- Created a new specialized program for students (Structured Learning Community program or SLC).
 - Began in August 2020.
 - Welcomed seven students at Washington School from grades kindergarten through 3rd grade.
 - With the exception of the November/December "adaptive pause," the students

- have been in-person, and
- This program has had the support of all necessary related services, including our AT specialist and BCBA, as well as a coach from Have Dreams.

Within PT3, we have divided ourselves into two subgroups for this year: parent education and stakeholder communication. The parent education group has sent a survey to current and past PT3 parents to identify topics of which to produce short educational videos to be posted on the district website; they are currently in the process of creating these videos. The stakeholder communication group is reviewing and making enhancements to our web pages so that parents can easily access information and resources about programs, services, and procedures.

While we will gather input from PT3 members regarding Next Steps, it is anticipated that we will:

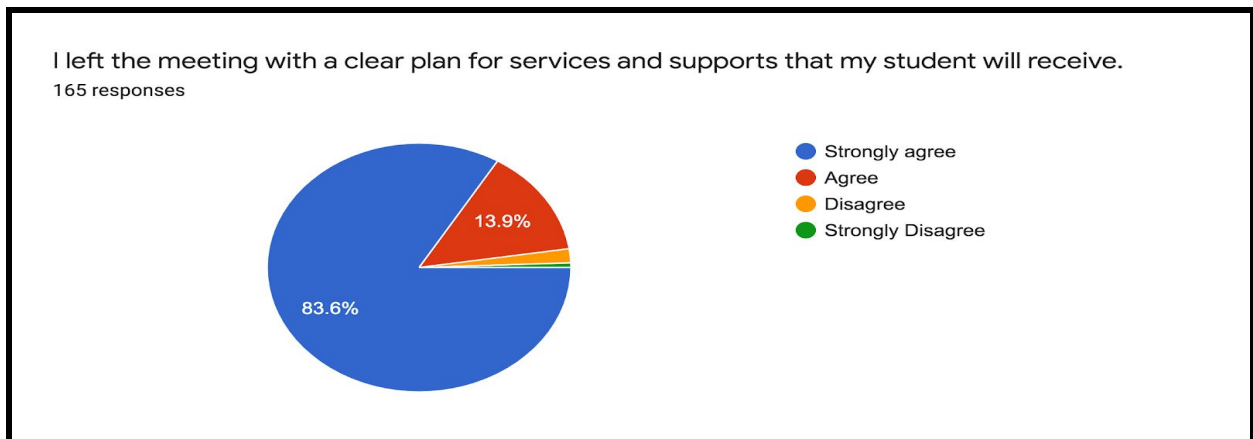
- Complete the current tasks assigned to the two workgroups this year.
- Discuss SLC for the 2021-22 school year, and
- Review the District's current continuum of services and determine additional needed programs and services.

Parent IEP Feedback

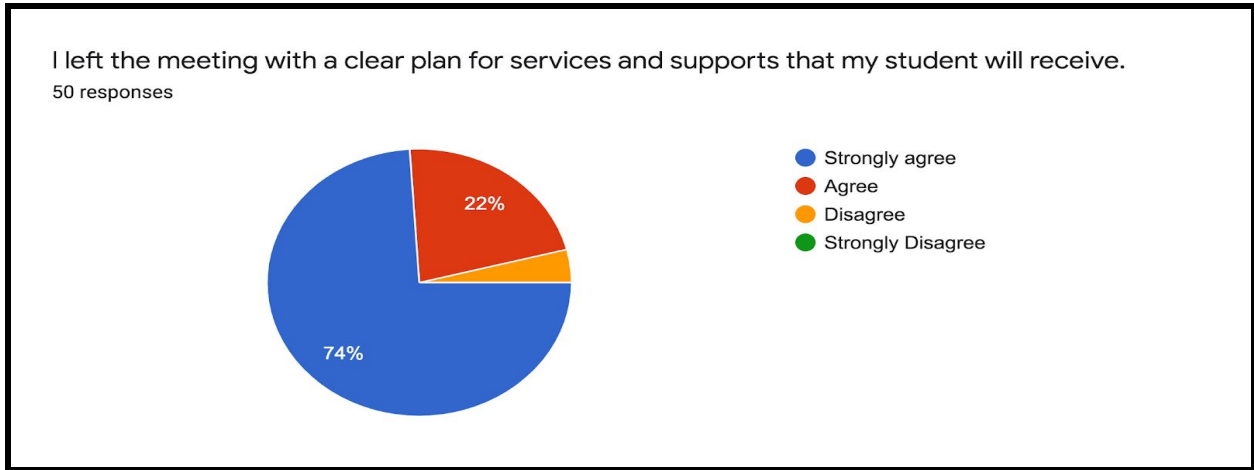
An important aspect of the Department is gathering parent feedback on their experiences. In coordination with our special education staff, a parent IEP feedback form was created and began dissemination in November 2019. The form is provided to parents via an electronic link after each IEP meeting. The data that are being shared tonight are from the 2019/20 school year and data so far from this year. For 2019/20, we had a response rate of 36 percent. So far this year, we have a 29 percent response rate. These data are representative of all schools D64 students attend.

For the first survey question, the results of the parent feedback show that for the 2019/20 school year, 97.5 percent of parents agreed or strongly agreed that they left the IEP meeting with a clear plan for services and support their student would receive. The data from 2020/21, at 96 percent, closely aligns with this information as well.

2019/20

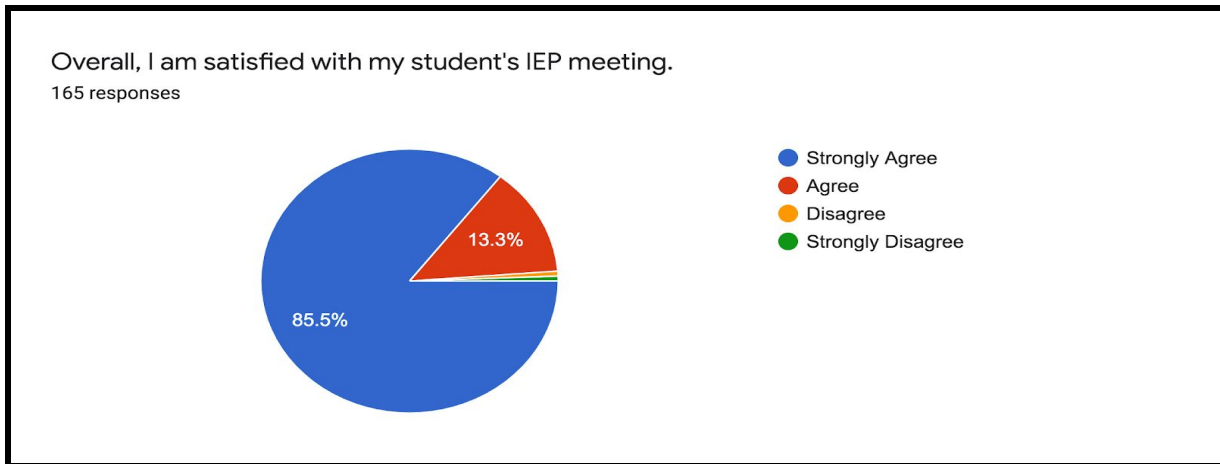


2020/21



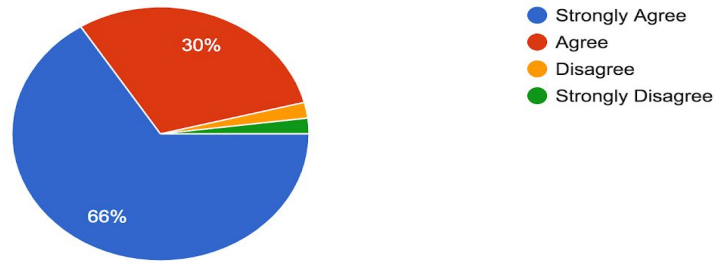
The results for the next survey question show that in 2019/20 98.8% percent of parents stated that they were satisfied with their student's IEP meeting. The data from 2020/21 is similar, at 96%.

2019/20



2020/21

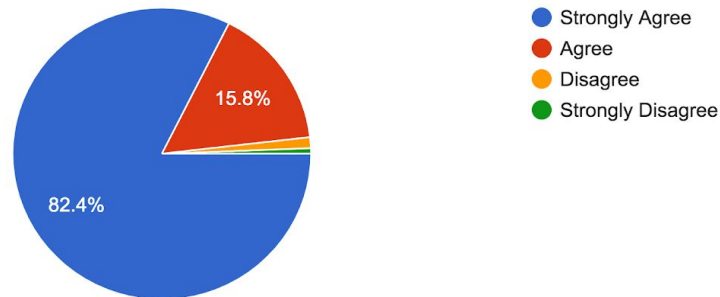
Overall, I am satisfied with my student's IEP meeting.
50 responses



Our third survey question shows that in 2019/20, 98.2% percent of parents were satisfied with their student's IEP plan and/or services. The data from 2020/21 also show very strong approval from parents with their students IEP plan at 94%.

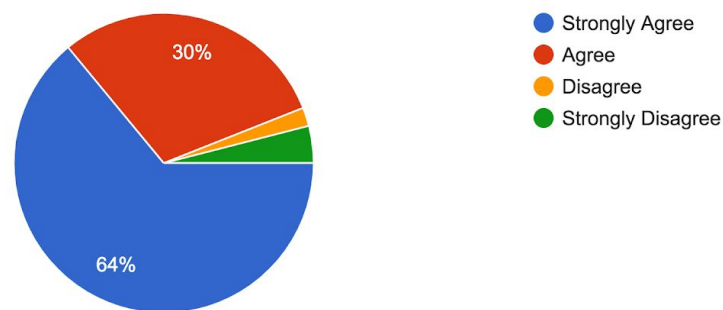
2019/20

Overall, I am satisfied with my student's IEP plan and/or services.
165 responses



2020/21

Overall, I am satisfied with my student's IEP plan and/or services.
50 responses



As parents are equal partners at IEP meetings, we wanted to gauge how well parents felt their input was considered. The information that we receive is reviewed at our special education coordinator meetings and as needed. This information helps us further develop our facilitated IEP approach. Our hope is to see a steady rise in the percentages for the following statements:

- “My input was requested and shared as part of the IEP meeting.”
- “My input was reflected as part of the meeting agenda.”
- “My questions, concerns, and input directly impacted the focus of the IEP meeting” and
- “My input was incorporated throughout the development of the IEP.”

Additionally, we hope to see a decrease in the percentage for the statement: “None of these apply, I do not feel that the team included my input into the meeting.”

2019/20

I feel that my input was included within the IEP process in the following ways (check all that apply).

- My input was requested and shared as part of the IEP meeting - 79.4%
- My input was reflected as part of the meeting agenda - 59.4%
- My questions, concerns, and input directly impacted the focus of the IEP meeting - 60.6%
- My input was incorporated throughout the development of the IEP - 61.8%
- None of these apply, but I do feel that the team included my input into the meeting - 7.3%
- None of these apply, I do not feel that the team included my input into the meeting - 0.6%

2020/21

I feel that my input was included within the IEP process in the following ways (check all that apply).

- My input was requested and shared as part of the IEP meeting - 81.2%
- My input was reflected as part of the meeting agenda - 62%
- My questions, concerns, and input directly impacted the focus of the IEP meeting - 56%
- My input was incorporated throughout the development of the IEP - 61.8%
- None of these apply, but I do feel that the team included my input into the meeting - 4%
- None of these apply, I do not feel that the team included my input into the meeting - 2%

The next question asks the parents to share if and how they were provided information regarding their student’s progress in a meaningful way. Our hope is to see a steady rise in the percentages for the following statements:

- “I was given an understanding of how my child is currently performing.”
- “Data was visually represented or graphed.”
- “Data and/or an explanation was given to inform me as to why goals were proposed” and
- “I was given an understanding of the progress I can expect my student to make in one year.”

Additionally, we hope to see a decrease in the percentage for the statement: “None of these apply, I do not feel I was given information regarding my student’s progress in a meaningful way

2019/20

I was provided information regarding my student's progress in a meaningful way (check all that apply).

- I was given an understanding of how my child is currently performing - 90.9%
- Data was visually represented or graphed - 50.3%
- Data and/or an explanation was given to inform me as to why goals were proposed - 73.3%
- I was given an understanding of the progress I can expect my student to make in one year - 66.7%
- None of these apply, but I do feel I was given information regarding my student's progress in a meaningful way - 5.5%
- None of these apply, I do not feel I was given information regarding my student's progress in a meaningful way - 1.2%

2020/21

I was provided information regarding my student's progress in a meaningful way (check all that apply).

- I was given an understanding of how my child is currently performing - 90%
- Data was visually represented or graphed - 36%
- Data and/or an explanation was given to inform me as to why goals were proposed - 64%
- I was given an understanding of the progress I can expect my student to make in one year - 70%
- None of these apply, but I do feel I was given information regarding my student's progress in a meaningful way - 2%
- None of these apply, I do not feel I was given information regarding my student's progress in a meaningful way - 4%

The last question asks parents about areas of which they need additional information. This information is shared with our special education coordinators and is being used by the PT3 parent education group in determining types of videos to create.

2019/20

Is there a part of the IEP process that you would like more information about (check all that apply)?

- Goals - 33.3%
- Accommodations/Modifications - 25.9%
- Assessments - 27.8%
- Extended School Year - 35.2%
- Functional Behavior Assessment and Behavior Intervention Plan - 25.9%
- Other
 - "How can I help my child..." was one response
 - All other that check "other" said "none" or "Fully satisfied"

2020/21

Is there a part of the IEP process that you would like more information about (check all that apply)?

- Goals - 37.5%
- Accommodations/Modifications - 41.7%
- Assessments - 41.7%
- Extended School Year - 33.3%
- Functional Behavior Assessment and Behavior Intervention Plan - 12.5%
- Other
 - “Data Gathering and Presentation” was one response
 - “Deciding minutes & Supports” was one response

We will continue to monitor these data.

Extended School Year

Every year, we offer an Extended School Year or ESY program. Our staff receive information about our ESY program starting in December. Our parents are invited to a presentation in February with the slide presentation posted on our website after.

Generally our schedule follows the Worlds of Wonder (WOW) summer program administered by the Student Learning Department.

While we had to hold ESY virtually last year, we did not see a decrease in the number of students attending. In our ESY program, we provide the services and supports that are available during the school year. This includes all related services and specialized curriculums.

For this upcoming school year, we are planning for in-person instruction allowing for two 14-day sessions to be held at Jefferson, Washington, and Lincoln. The WOW classes will also be housed at these sites so that students have the opportunity to participate in one WOW period, if desired.

Future Plans

Our Future Plans Include:

- Prepare accurate reports and monitor state indicator data.
- Monitor state and district assessment data aligning to the programs within the curriculum map to ensure student academic growth.
- Continue staff training on curriculum implementation as well as academic and behavioral strategies and techniques.
- Create and provide resources to families about special education programs and services as well as other Student Services programs.
- Continue to examine the district continuum of services; create new programs and services as well as reform current programs, if needed, and
- Continue collaboration with all stakeholder groups.

I want to thank the Board and the Community for this time to provide an update on the Student Services Department.



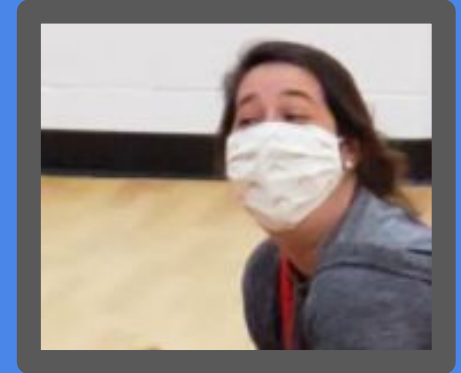
STUDENT SERVICES IN DISTRICT 64

Board Update - Committee of the Whole
February 4, 2021
Presented by: Dr. Lea Anne Frost



Agenda

- ❖ Department Background Information
- ❖ ISBE Data Review
- ❖ District Audit Review
- ❖ PT3
- ❖ Parent IEP Feedback
- ❖ ESY
- ❖ Future Plans





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BACKGROUND INFORMATION



Information Sources

This report contains information from:

- ❖ State Reports
- ❖ District Surveys and Documents
- ❖ District Data Sources





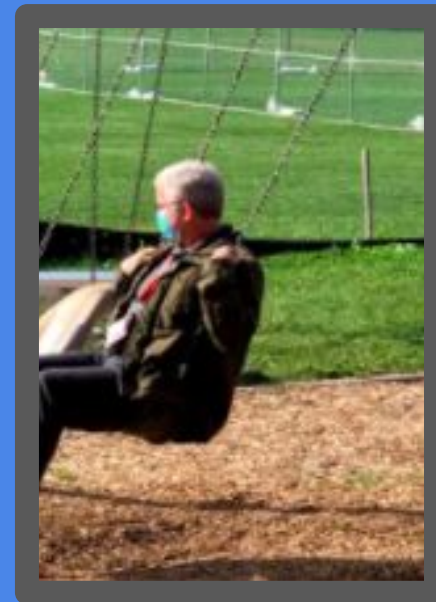
Student Services Primary Roles:

- ❖ Special Education Programs and Services
- ❖ 504 plans
- ❖ McKinney-Vento (Homeless) supports
- ❖ Early Entrance into Kindergarten and First Grade
- ❖ Maintenance and Access to Student Records
- ❖ Supports the MTSS process and English Learners programming



Strengths of D64 Student Services Department

- ❖ Positive relationships between students, parents and staff
- ❖ Engaging learning environments for students
- ❖ Low caseloads for staff
- ❖ Involved parents
- ❖ An abundance of resources
 - Materials
 - Training
 - Supports





D64 Views Students With Disabilities As Students First



Amanda Matocha



2

DATA REVIEW



Students with IEPs

	2015/16	2016/17	2017/18	2018/19	2019/20
District	657	730	663	719	769
Percent	14.5 (enrollment of 4537)	15.8 (enrollment of 4621)	14.1 (enrollment of 4687)	15.2 (enrollment of 4707)	16.2 (enrollment of 4745)

- ❖ The district number is from December 1 Child Count in ISTAR
- ❖ The Percent is based upon enrollment reported on the district report card divided by the December 1 Child Count of each given year (The numbers reported on this document differ than on the Yearly District Report Card as the Number of Students with IEPs used on the Report Card is based upon unverified October 1 data. Also, beginning the 18-19 school year, ISBE began utilizing the category of "Children with Disabilities" which includes all students with IEPs and 504 plans)



State Results and Compliance Indicators

- ❖ The Illinois State Board of Education (ISBE) identifies 14 indicators of which districts can be evaluated upon. D64 is monitored on 9 of these indicators (some indicators only apply to high school).
- ❖ In August 2020, ISBE began an accountability system for tiered monitoring to determine state intervention/supports and technical assistance needed to be provided to school districts on 8 of these indicators
- ❖ The results of these indicators are identified in the [Illinois Report Card](#)



Achievement Data of Students with IEPs (3b and c)

	<i>ELA Proficiency</i>			<i>Math Proficiency</i>		
	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
District	13.7%	21.6%	Not Assessed	15.1%	21.1%	Not Assessed
State Rate	8.9%	9.2%	Not Assessed	7.9%	8.5%	Not Assessed
State Target	16.1%	23.1%	Not Assessed	15.6%	23.2%	Not Assessed
District Participation Rate	92.2%	94.3%	Not Assessed	92.5%	92%	Not Assessed
State Participation Rate	96.9%	97%	Not Assessed	96.8%	96.7%	Not Assessed

- ❖ Data taken from IL State Report Card - Assessments
- ❖ In 2017/18, 20 students took the state alternate assessment (DLM); in 2018/19, 22 students took the state alternate assessment



NWEA MAP Data

	Fall Achievement Percentiles 2020	Fall Growth Percentiles 2019/2020
General Education Reading	92	56
Special Education Reading	43	51.5
General Education Math	85	37
Special Education Math	32	34



Suspensions and Expulsions for Students with IEPs (4b)

D64 has demonstrated that there is no discrepancy in suspensions and expulsions of students with IEPs by race or ethnicity

(ISBE State Report Card 2018, 2019, 2020)



What is Educational Placement?

- ❖ ***Educational placement*** is the setting in which a student receives special education services.
- ❖ The setting in which the student receives his/her services is defined as the ***educational environment***.





What is the Least Restrictive Environment (LRE) ?

- ❖ **LRE** refers to the legal mandate that requires, to the maximum extent appropriate, that children with disabilities be educated with nondisabled children. Removal from the general educational setting occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily



Elementary Educational Environment % (5)

	2015/16	2016/17	2017/18	2018/19	2019/20
Inside gen ed 80% or more	63%	69.9%	79.6%	78.9%	77.7%
State Target	55%	56%	57%	58%	58%
Separate Facility	4.9%	5.5%	3.5%	5.3%	4.5%
State Target	Below 3.9%	Below 3.9%	Below 3.9%	Below 3.9%	Below 3.9%

(ISBE State Report Card 2016, 2017, 2018, 2019, 2020)



Early Childhood Educational Environment % (6a)

	2017/18	2018/19	2019/20
District	45.7%	42.5%	18.4%
State Target	32.8%	32.9%	32.9%

- ❖ D64 did not meet the indicator for the 2019-20 school year
- ❖ (ISBE State Report Card 2018, 2019, 2020)



Disproportionate Representation (9 and 10)

D64 has demonstrated that there are no disproportionate representations by race and ethnic groups based upon special education eligibility or services

(ISBE State Report Card 2018, 2019, 2020)



Evaluation Timelines (11 and 12)

	2017/18	2018/19	2019/20
Development and implementation of IEP by 3rd bday (11)	No data	100%	100%
Met eligibility timelines (12)	100%	99.5%	99.4%%

- ❖ State Target is 100%
- ❖ (ISBE State Report Card 2018, 2019, 2020)



3

DISTRICT AUDIT REVIEW



Special Education Audits of FY18

- ❖ D64 engaged in two audits during the spring of 2018
- ❖ One audit was conducted internally by Interim Director Michael Padavic
- ❖ The other audit was conducted externally by LMT Consulting
- ❖ The findings from the audits were presented to the Board and posted publicly on the D64 website



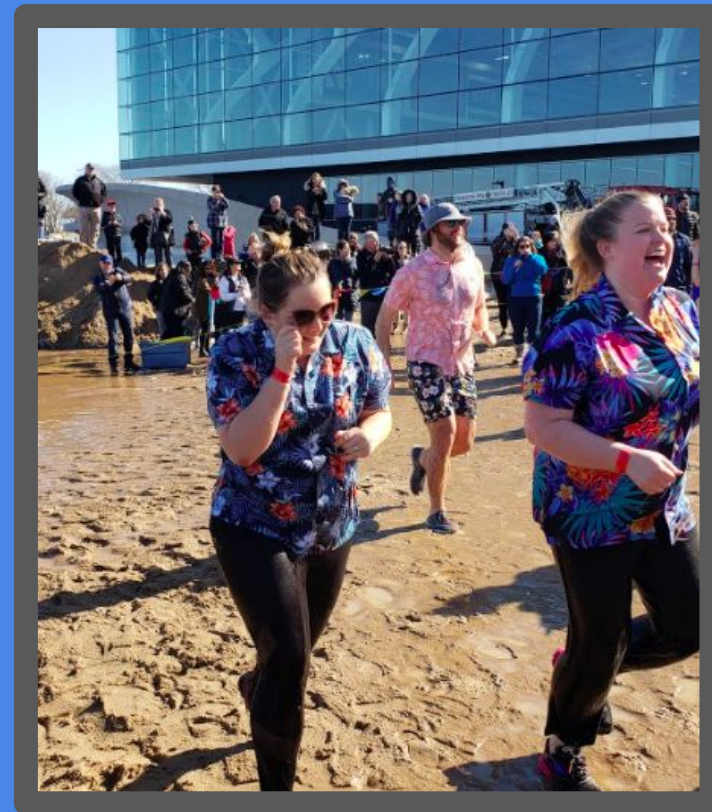
Year 1 Top Accomplishments:

- ❖ Curriculum map was developed
- ❖ Common 504 forms and procedures for administration and a guidance manual for families
- ❖ Board-authorized investments in staff
- ❖ Collaboration of Parents and Teachers Talking Together (PT3)



Year 2 Top Accomplishments:

- ❖ Staff trainings on curriculums (determined by the curriculum maps) and behavioral strategies
- ❖ Parent IEP feedback form was implemented
- ❖ Development of a specialized program for students with characteristics of autism





Year 3 Top Accomplishments:

- ❖ Enhancement of the district's MTSS process
- ❖ Use of systems to a greater capacity (Embrace, NWEA, PowerSchool, R & G)
- ❖ Review and enhancement of Student Records Guidance
- ❖ Creation of guidance materials for staff on special education procedures





4

PT3



PT3

- ❖ Have met monthly since September, 2018 with the exception of April 2019 due to the pandemic
- ❖ Currently have 2 subgroups
 - Parent Education
 - Stakeholders Communication
- ❖ 43 members, representative of all schools and placements



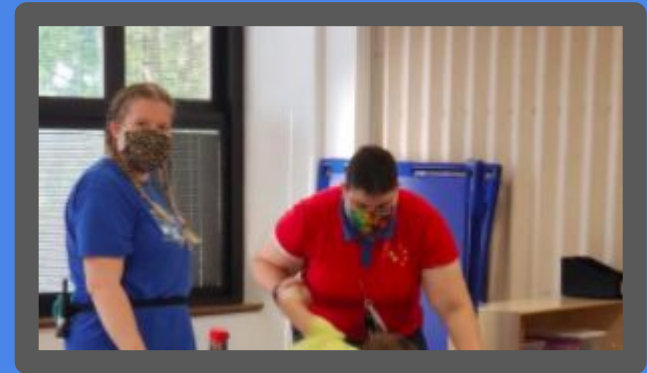


PT3 Accomplishments

- ❖ Created a mission statement for the Special Education department
- ❖ Constructed a parent survey in which the results were shared with the Board at the July 2019 Board Meeting
- ❖ Created a professional development needs assessment, as required by the Individuals with Disabilities Education Act (IDEA), that continues to be sent to every district employee yearly
- ❖ Created a new specialized program for students (Structured Learning Community program or SLC)

SLC

- Began in August 2020
- Welcomed 7 students at Washington School from grades kindergarten through 3rd grade
- With the exception of the November/December “adaptive pause,” the students have been in-person
- This program has the support of all necessary related services, including our AT specialist and BCBA, as well as a coach from Have Dreams





PT3 - Parent Education

- ❖ Sent out a survey to current and past PT3 parents
- ❖ Creating 3-5 minute educational videos for D64 community
- ❖ Videos will have two focuses:
 - Providing information to parents who are new to special education
 - Providing inspirational words of wisdom from the community





PT3 - Stakeholder Communication

- ❖ Reviewing and updating the D64 Student Services pages to ensure parents can easily access information and resources about programs, services and procedures
 - organizing pages
 - improving descriptions
 - updating materials
 - providing contact information





Next Steps for PT3

While we will gather input from PT3 members regarding Next Steps, it is anticipated that we will:

- ❖ Complete the current tasks assigned to the two workgroups this year
- ❖ Discuss SLC for the 2021-22 school year
- ❖ Review the District's current continuum of services and determine additional needed programs and services



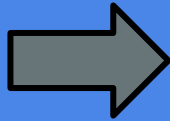
5

PARENT IEP FEEDBACK

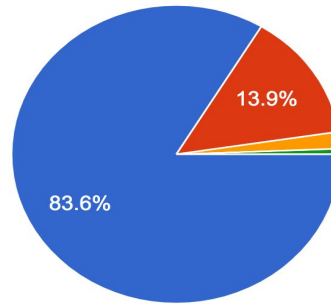


Parent Feedback

School Year
2019/2020



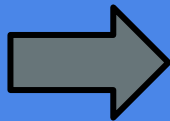
I left the meeting with a clear plan for services and supports that my student will receive.
165 responses



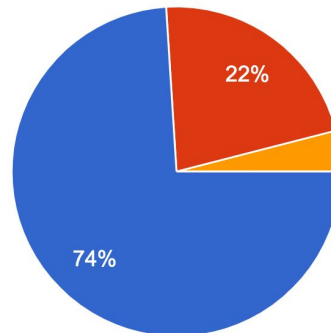
- Strongly agree
- Agree
- Disagree
- Strongly Disagree

97.5% Strongly agree or Agree!

School Year
2020/2021



I left the meeting with a clear plan for services and supports that my student will receive.
50 responses



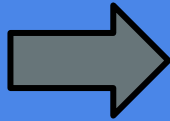
- Strongly agree
- Agree
- Disagree
- Strongly Disagree

96% Strongly agree or Agree!



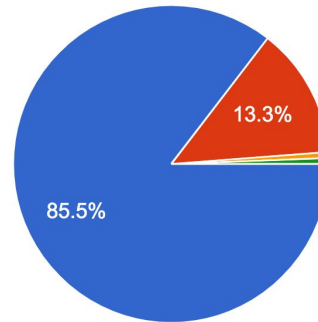
Parent Feedback

School Year
2019/2020



Overall, I am satisfied with my student's IEP meeting.

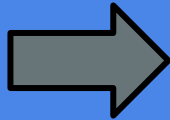
165 responses



- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

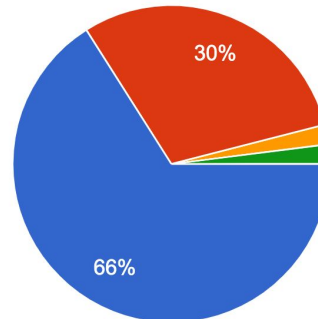
98.8% Strongly agree or Agree!

School Year
2020/2021



Overall, I am satisfied with my student's IEP meeting.

50 responses



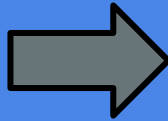
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

96 % Strongly agree or Agree!



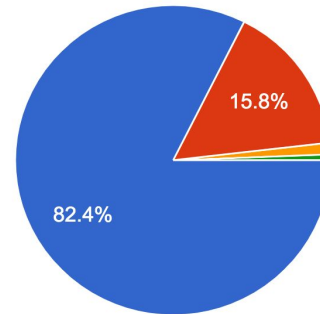
Parent Feedback

School Year
2019/2020



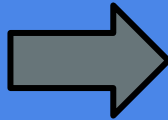
Overall, I am satisfied with my student's IEP plan and/or services.

165 responses



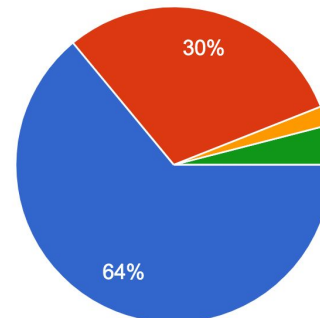
98.2% Strongly agree or Agree!

School Year
2020/2021



Overall, I am satisfied with my student's IEP plan and/or services.

50 responses

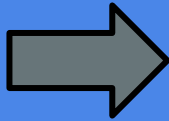


94 % Strongly agree or Agree!



Parent Feedback

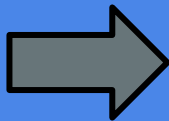
**School Year
2019/2020**



I feel that my input was included within the IEP process in the following ways (check all that apply).

- My input was requested and shared as part of the IEP meeting - 79.4%
- My input was reflected as part of the meeting agenda - 59.4%
- My questions, concerns, and input directly impacted the focus of the IEP meeting - 60.6%
- My input was incorporated throughout the development of the IEP - 61.8%
- None of these apply, but I do feel that the team included my input into the meeting - 7.3%
- None of these apply, I do not feel that the team included my input into the meeting - 0.6%

**School Year
2020/2021**



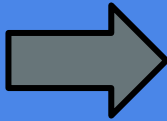
I feel that my input was included within the IEP process in the following ways (check all that apply).

- My input was requested and shared as part of the IEP meeting - 81.2%
- My input was reflected as part of the meeting agenda - 62%
- My questions, concerns, and input directly impacted the focus of the IEP meeting - 56%
- My input was incorporated throughout the development of the IEP - 58%
- None of these apply, but I do feel that the team included my input into the meeting - 4%
- None of these apply, I do not feel that the team included my input into the meeting - 2%



Parent Feedback

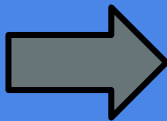
**School Year
2019/2020**



I was provided information regarding my student's progress in a meaningful way (check all that apply).

- I was given an understanding of how my child is currently performing - **90.9%**
- Data was visually represented or graphed - 50.3%
- Data and/or an explanation was given to inform me as to why goals were proposed - 73.3%
- I was given an understanding of the progress I can expect my student to make in one year - 66.7%
- None of these apply, but I do feel I was given information regarding my student's progress in a meaningful way - 5.5%
- None of these apply, I do not feel I was given information regarding my student's progress in a meaningful way - 1.2%

**School Year
2020/2021**



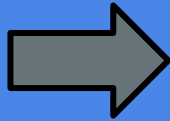
I was provided information regarding my student's progress in a meaningful way (check all that apply).

- I was given an understanding of how my child is currently performing - **90%**
- Data was visually represented or graphed - 36%
- Data and/or an explanation was given to inform me as to why goals were proposed - 64%
- I was given an understanding of the progress I can expect my student to make in one year - 70%
- None of these apply, but I do feel I was given information regarding my student's progress in a meaningful way - 2%
- None of these apply, I do not feel I was given information regarding my student's progress in a meaningful way - 4%



Parent Feedback

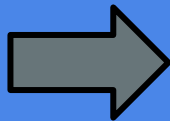
**School Year
2019/2020**



Is there a part of the IEP process that you would like more information about (check all that apply)?

- Goals - 33.3%
- Accommodations/Modification - 25.9%
- Assessments - 27.8%
- Extended School Year - 35.2%
- Functional Behavior Assessment and Behavior Intervention Plan - 25.9%
- Other
 - "How can I help my child..." was one response
 - All others that checked "Other" said "None" or "Fully satisfied"

**School Year
2020/2021**



Is there a part of the IEP process that you would like more information about (check all that apply)?

- Goals - 37.5%
- Accommodations/Modification - 41.7%
- Assessments - 41.7%
- Extended School Year - 33.3%
- Functional Behavior Assessment and Behavior Intervention Plan - 12.5%
- Other - "Data Gathering and Presentation," "Deciding minutes & Supports"



6

EXTENDED SCHOOL YEAR (ESY)



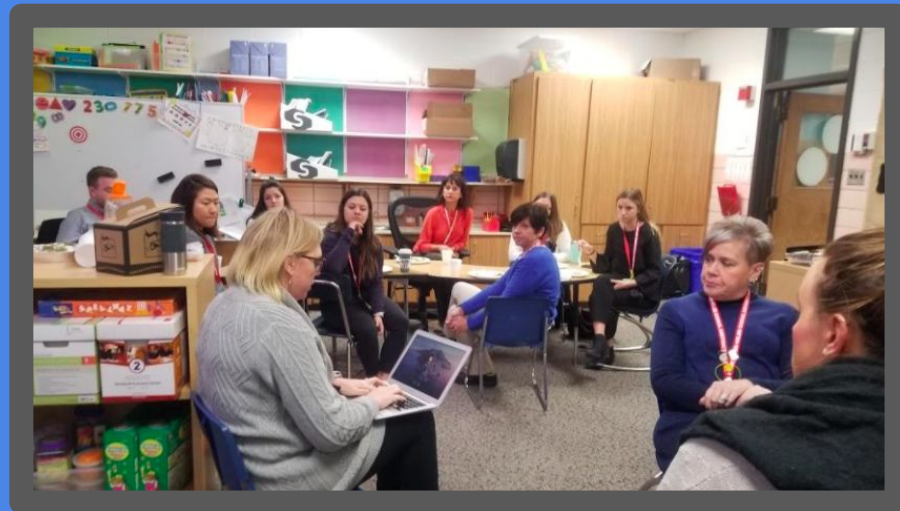
Extended School Year (ESY)

- ❖ Offered to special education students who are eligible
- ❖ Due to COVID, ESY 2020 was a 15-day virtual session. A total of 90 students participated: 12 students at Early Childhood, 39 students at grades K-3, and 39 students grades 4-7
- ❖ Coincided with Worlds of Wonder
- ❖ Reading & Math support were offered at all grade levels
- ❖ Instructional classes offered reading, math, and independent functioning at all grade levels



Extended School Year (ESY)

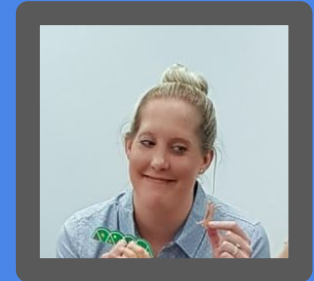
- ❖ Related services of speech, social work, occupational therapy, physical therapy, vision, and hearing were offered for eligible students
- ❖ Wilson Reading services were offered for eligible students
- ❖ The district Board Certified Behavior Analyst and Assistive Technology specialist support teachers





Recommendations for 2021 ESY

- ❖ Schedule for In-Person Instruction
- ❖ Offer two 14-day sessions
 - Session 1: Tuesday, June 15 - Friday, July 2
 - Session 2: Tuesday, July 6 - Friday, July 23
 - 2.5 hours a day for EC
 - 3 hours a day for K-7th divided into 2 - 90 minute periods
- ❖ Programs located at Jefferson (EC), Washington (K-3rd grade), and Lincoln Middle School (4th-7th grade)
- ❖ Staggered start times to accommodate families with children at all locations





7

FUTURE PLANS



Future Plans

- ❖ Prepare accurate reports and monitor state indicator data
- ❖ Monitor state and district assessment data aligning to the programs within the curriculum map to ensure student academic growth
- ❖ Continue staff training on curriculum implementation as well as academic and behavioral strategies and techniques
- ❖ Create and provide resources to families about special education programs and services as well as other Student Services programs
- ❖ Continue to examine the district continuum of services; create new programs and services as well as reform current programs, if needed
- ❖ Continue collaboration with all stakeholder groups

Questions?

A special thank you to Angela Phillips who contributed in producing this presentation.

Thank you!