



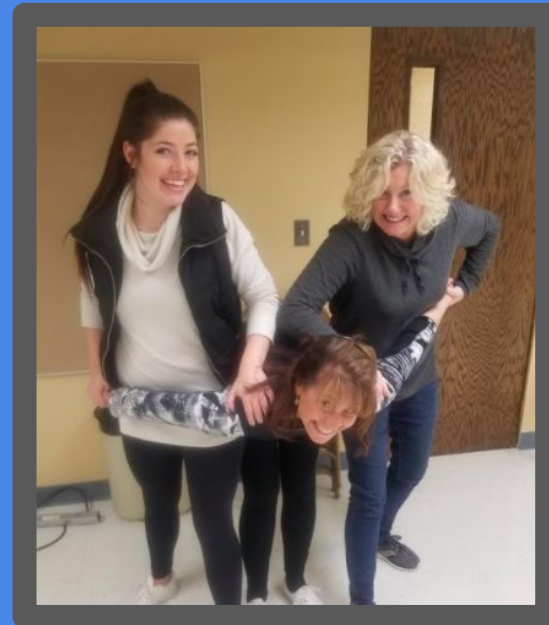
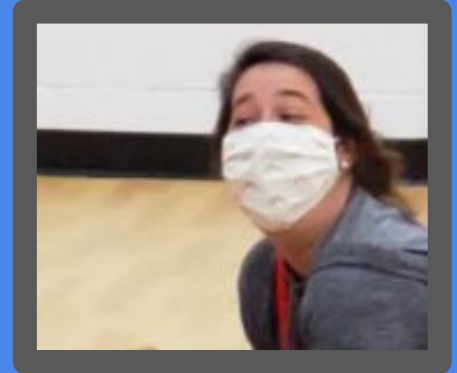
STUDENT SERVICES IN DISTRICT 64

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





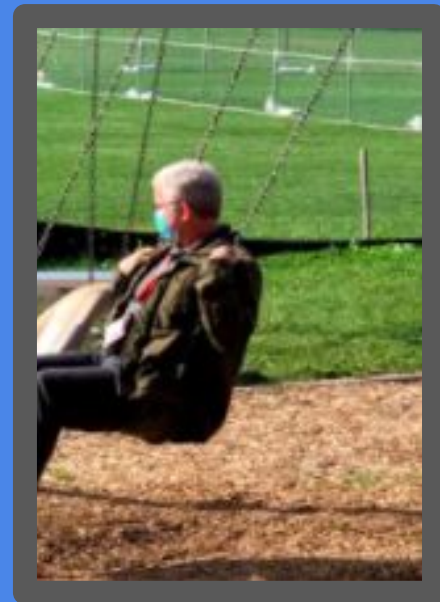
Student Services Primary Roles:

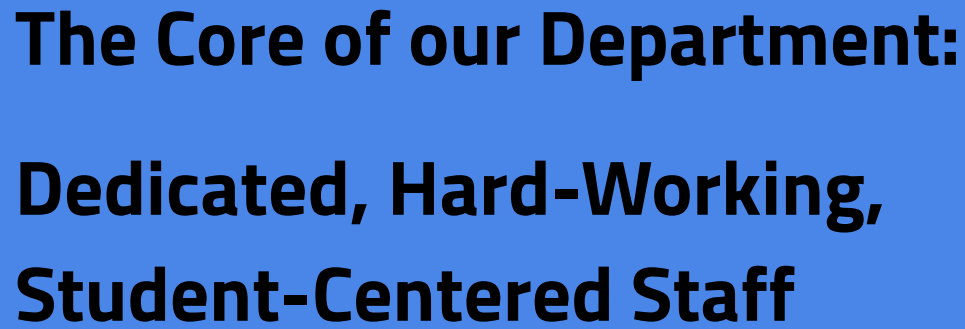
- ❖ Special Education Programs and Services
- ❖ 504 plans
- ❖ McKinney-Vento (Homeless) supports
- ❖ Early Entrance into Kindergarten and First Grade
- ❖ Maintenance and Access to Student Records
- ❖ Supports the MTSS process and English Learners programming



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



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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%

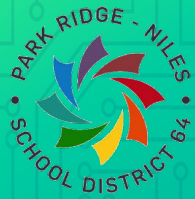
- ❖ D64 did not meet the indicator for the 2019-20 school year
- ❖ (ISBE State Report Card 2018, 2019, 2020)



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)



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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



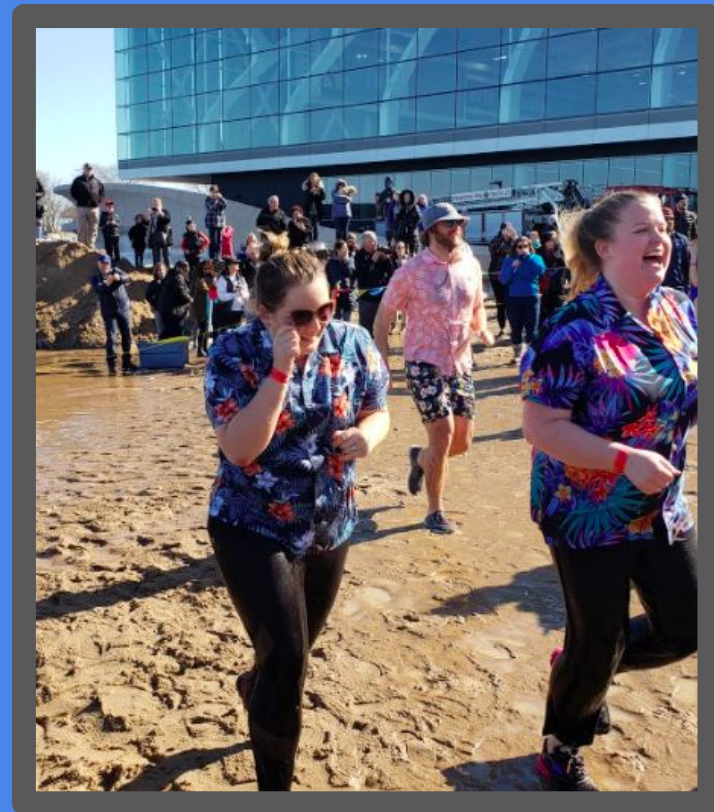
Year 1 Top Accomplishments:

- ❖ 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





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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



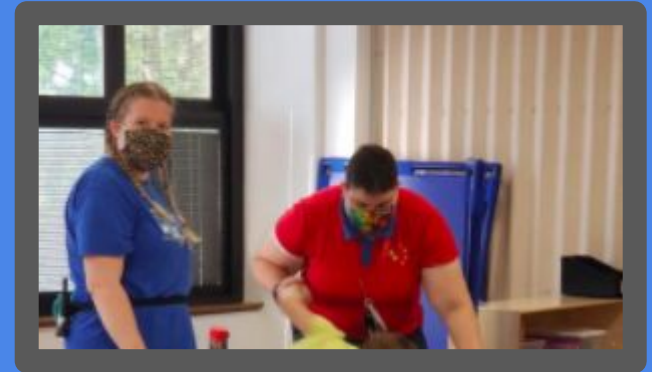


PT3 Accomplishments

- ❖ 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



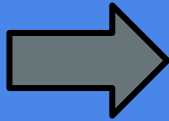
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PARENT IEP FEEDBACK



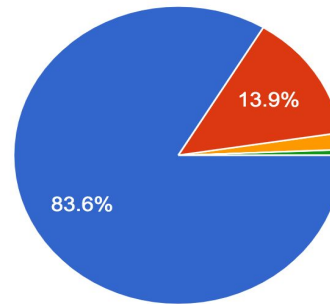
Parent Feedback

**School Year
2019/2020**



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

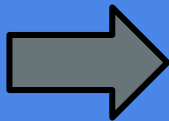
165 responses



- Strongly agree
- Agree
- Disagree
- Strongly Disagree

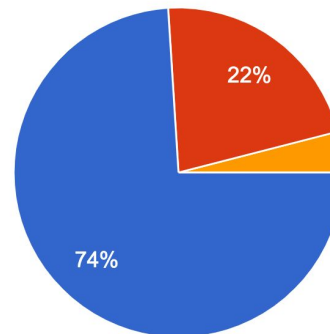
97.5% Strongly agree or Agree!

**School Year
2020/2021**



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

50 responses



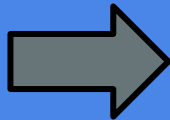
- Strongly agree
- Agree
- Disagree
- Strongly Disagree

96% Strongly agree or Agree!



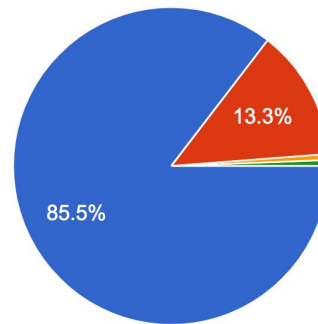
Parent Feedback

**School Year
2019/2020**



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

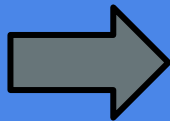
165 responses



- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

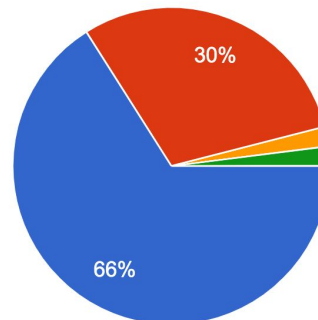
98.8% Strongly agree or Agree!

**School Year
2020/2021**



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

50 responses



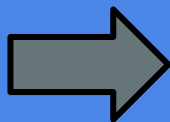
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

96 % Strongly agree or Agree!



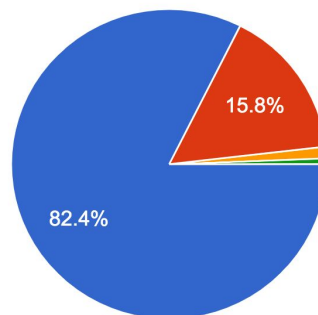
Parent Feedback

**School Year
2019/2020**



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

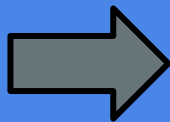
165 responses



- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

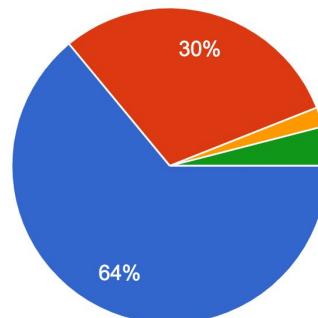
98.2% Strongly agree or Agree!

**School Year
2020/2021**



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

50 responses



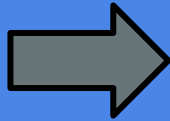
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

94 % Strongly agree or Agree!



Parent Feedback

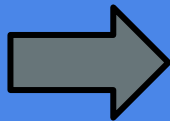
**School Year
2019/2020**



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**



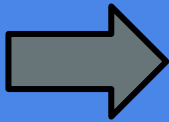
I feel that my input was included within the IEP process in the following ways (check all that apply).

- 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

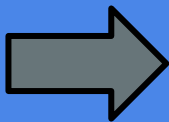
**School Year
2019/2020**



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**



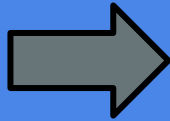
I was provided information regarding my student's progress in a meaningful way (check all that apply).

- 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

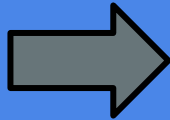
**School Year
2019/2020**



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"



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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)

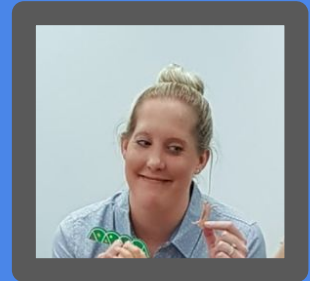
- ❖ Related services of speech, social work, occupational therapy, physical therapy, vision, and hearing were offered for eligible students
- ❖ Wilson Reading services were offered for eligible students
- ❖ The district Board Certified Behavior Analyst and Assistive Technology specialist support teachers





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





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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!