

PT3 Audit Review

Report to Board as:	LMT	Padavic
<p><i>Finding 1: Strong, systemic professional development opportunities need to be provided throughout the buildings and district to all staff (i.e. co-teaching, restorative justice, facilitated IEP, goal writing, diversity/disability awareness training, mentoring).</i></p>	<ul style="list-style-type: none"> • Strong, systematic professional development opportunities for certified staff should be created focusing on the celebration of diversity, overcoming bias, appropriate programming for the social emotional health and wellness of students, behavioral de-escalation and modification techniques, and understanding the unique needs of students with special needs. A review of co-teaching models and how to use these models to increase the academic achievement of students should also be considered with follow-up coaching for teams • Staff members should engage in high quality professional development on creating goals and objectives that are measurable and based on student strengths and challenges at an individual's ability level rather than objectives based on percentiles and assessment outcomes • The superintendent and district office team should engage in training aimed at increasing knowledge of the intricacies of special education law, the importance of writing goals that are individualized and should aim to be an integral part of the team as the reform efforts progress and expand. This will allow parents to see partners in their children's education and a renewed commitment to open communication and change. 	<p><i>Staffing/Professional Development</i></p> <ul style="list-style-type: none"> • Conduct professional growth workshops on co-teaching (both introductory and advanced) and restorative justice practice, scheduled for this summer. This fall, launch training for staff on how to conduct facilitated IEP meetings. Explore additional professional development for staff in IEP goal-writing, working with students who have difficulty attending school (i.e., school refusal), working with students with complex health issues, and other priority areas. In addition, per IDEA, the District every spring will provide a professional needs assessment to staff throughout the district and provide offerings to best meet their professional growth needs and to support District initiatives. Professional growth should target: • IEP/goal writing and formal facilitated IEP training • Mentoring of new staff--initial "need to know" and ongoing training linked to job responsibility • Social emotional learning, including restorative justice/practices • Diversity/disability awareness training for all staff, given the expanded co-teaching model <p><i>Parents/Guardians Outreach</i></p> <ul style="list-style-type: none"> • Conduct quarterly meeting of the special

	<ul style="list-style-type: none"> • A quality mentoring program should be established for all eligible first and second year special education personnel to build relationships and support them as they acclimate to District 64. 	<p>education parent group on topics of mutual concern and interest to parents, staff, and District</p> <p>Standardization of Practice/IEP process</p> <ul style="list-style-type: none"> • Training should be ongoing to make sure all IEP meetings are run consistently through the District. Consider that the District train staff on the use of facilitated IEP • Use a consistent program specifically geared to teacher aide training. The creation of a TA Handbook would also help to standardize expectations and training.
<p>Finding 2: <i>Special Education Administrators need to become visible, accessible, and instructional leaders.</i></p>	<ul style="list-style-type: none"> • The coordinator position should be reviewed to provide the ability to better know, understand, and be visible to gain the trust of staff members and lead to better outcomes for student programming in meetings. This will create a more personalized approach and another valuable team member who is familiar with the student when critical decisions are being made. 	<p>Staffing</p> <ul style="list-style-type: none"> • Special education coordinators and the assistant department director were not perceived as being visible and accessible; the coordinator allocation for the elementary schools was not being provided in the same ratio as the middle school allocation. The District has already been able to address this imbalance, with the Board's recent authorization to hire an additional elementary coordinator for 2018-19. This should help these administrators to be more visible and accessible to staff. • Mr. Padavic began each morning at one of the schools to spend time with staff in person. The new director should incorporate this practice in her schedule.
<p>Finding 3: <i>On-going vertical articulation needs to occur; consider the creation of a newsletter and</i></p>	<ul style="list-style-type: none"> • Vertical articulation should occur to allow for a streamlined transition from elementary to middle school and additionally the middle to high school transition. • Shared ownership should begin to occur in placement decisions, and all other aspects of 	<p>Staffing</p> <ul style="list-style-type: none"> • Continue this practice, (monthly staff meetings) so that there is a consistent voice and communication from the department director, and that all staff hear the same message and have an opportunity to raise

<p><i>other communication systems including regularly scheduled meetings.</i></p>	<p>the special education eligibility process.</p> <ul style="list-style-type: none"> • The Director of Special Education should create a newsletter to inform staff of celebrations within the department, highlight diversity and understanding, and offer suggestions and strategies for working with students across all school environments and working to create greater understanding and acceptance for students. This should assist in creating the family culture that staff felt in the past and feels is currently missing. 	<p>questions and concerns in real time. Such meetings will also encourage timely two-way communication between teachers and district</p> <ul style="list-style-type: none"> • This practice (weekly building special education meetings of which the Director would attend monthly) should be continued, as it helped build rapport between the building staff and the District office, and quickly identified both common and unique points of action for resources or staffing. • Mr. Padavic initiated regular separate meetings with each of the specialist groups independently to talk about specific concerns related to their particular areas of expertise. These specialists include speech language, OT/PT, social workers, and psychologists. This practice should be continued once every trimester. • The new director should start weekly staff updates for the 2018-19 school year. The updates need not be extensive; it is the regularity and critical content that is essential.
<p><i>Finding 4:</i> <i>Systems (504, MTSS, a continuum of services, and academic and behavioral curriculum/methodologies/interventions/assessment) need to be reviewed, detailed, developed and communicated; these systems need</i></p>	<ul style="list-style-type: none"> • Staff and Administration should be provided with a detailed, yet easily understood explanation of the Tiers of the MTSS and clarification of Core, Core Plus, and other interventions. Staff and administrators reported difficulty in maneuvering the current system. • Data systems should be created or refined to judge the success of programs from an academic achievement lens and to review the sustainability of programs to create advanced opportunities for all students. • Buildings should use data to determine the feasibility of programs and appropriate 	<p><i>Department & Curriculum</i></p> <ul style="list-style-type: none"> • Continue to review the roll out of tiered intervention offerings to ensure fidelity of implementation of the process and paperwork. • Additionally, monitor the year two expansion of social emotional and behavioral supports across all three tiers. • Create a team to review the continuum of services currently available and discuss opportunities to change or maintain the existing Continuum of Service offerings. <p><i>Standardization of Practice</i></p>

<p><i>to be implemented consistently and with fidelity.</i></p>	<p>allocation of resources.</p> <ul style="list-style-type: none"> • A team should be formed to explore the creation of a high-quality life skills program. • A team of stakeholders should be formed to engage in critical conversations about programming options for students exhibiting behavioral challenges, and how to create sustainable programs to meet the needs of these students both inside and outside of the home school environment. 	<ul style="list-style-type: none"> • The Instructional classrooms across the District serve a wide range of students. The District has abundant resources for staff and students. These materials and resources will be reviewed and refreshed to ensure that D64 is staying current with best practices.
<p>Finding 5: <i>Transition process for students need to be defined.</i></p>	<ul style="list-style-type: none"> • Vertical articulation should occur to allow for a streamlined transition from elementary to middle school and additionally the middle to high school transition. • A transition process should be created for students who are no longer eligible for special education services to provide support 	
<p>Finding 6: <i>Co-taught classrooms need to have defined expectations and goals.</i></p>	<ul style="list-style-type: none"> • The district should create and define goals for the co-taught classrooms and how it is different from traditional pull-out services. 	<p>Professional Development</p> <ul style="list-style-type: none"> • Conduct professional growth workshops on co-teaching (both introductory and advanced) and restorative justice practice, scheduled for this summer. This fall, launch training for staff on how to conduct facilitated IEP meetings. Explore additional professional development for staff in IEP goal-writing, working with students who have difficulty attending school (i.e., school refusal), working with students with complex health issues, and other priority areas. In addition, per IDEA, the District every spring will provide a professional needs assessment to staff throughout the district and provide offerings to best meet their professional growth needs and to support District initiatives. Professional growth should target:

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<p>Finding 7: <i>Establish programs for inclusion of students (peer buddy, Special Olympics, disability/diversity awareness, etc.).</i></p>	<ul style="list-style-type: none"> • Consideration should be given to the creation of a Best Buddies program at the middle school level to promote inclusion and understanding. • Time should be given at all buildings to celebrate diversity of students and work towards the successful inclusion and understanding of students with special needs. 	<p>Standardization of Practice</p> <ul style="list-style-type: none"> • Best Buddies (at Emerson) and Special Olympics (at Emerson, Lincoln and Field) are already in place and running very successfully at several schools. Opportunities should be expanded to the other buildings. These programs help to develop a mindset of inclusion for students, staff, parents and the community.
<p>Finding 8: <i>Engage parents to gain their perspectives, create communication tools and develop resources for parents (i.e. parent universities, PT3, annual parent survey, PTO, handbook, website resources, etc.).</i></p>	<ul style="list-style-type: none"> • A yearly parent forum, similar to the parent interview night that was held in April, would assist in data collection and open communication based on structured questions. • Parent training opportunities should continue to increase collaboration and a better understanding of special education policies and procedures. • A brochure should be created to assist parents in understanding special education vocabulary and provide an explanation of the continuum of services. 	<p>Parents/Guardians</p> <ul style="list-style-type: none"> • Continue the PT3 subgroups. Identify and conduct parent education workshops in the areas identified by parents. • Based on the survey results, District 64 and the director should continue the steps already underway and consider adding additional parent outreach on selected areas as a priority over the next year. Additionally, the ISBE survey should be sent out annually to allow parents to share their voice surrounding their special education experience. • Specific communication tools can be expanded or created to provide more information to special education parents on an ongoing basis. These opportunities include: <ul style="list-style-type: none"> ○ District 64 Special Education PTO - With

		<p>inclusion being the goal, another opportunity to build awareness and understanding is through the addition of a more formal PTO structure. Investigate the desire to start a building-based special education PTO that works in conjunction with each school's existing PTO/A.</p> <ul style="list-style-type: none"> ○ Special Education Parent Handbook - This handbook would be a resource especially for families of special needs students to provide information about the structure of the department, definition of acronyms used in special education, etc. Draft a D64 handbook using models from other school districts as a basis and work with the Parent Group to bring forward further ideas. ○ Expanded D64 website materials - The Student Services area is currently underutilized, and could be the homebase for other materials that parents/guardians would find helpful on an ongoing basis, such as materials on demystifying the IEP process for parents/guardians and the ABC's of Special Education, for example. Add new materials and work with the Parent Group to bring forward further helpful items to be included. <p>Parents/Guardians Outreach</p> <ul style="list-style-type: none"> ● Conduct quarterly meeting of the special education parent group on topics of mutual concern and interest to parents, staff, and District
Finding 9: Secure additional staff to	<ul style="list-style-type: none"> ● Buildings should use data to determine the feasibility of programs and appropriate 	<p>Staffing</p> <ul style="list-style-type: none"> ● Special education coordinators and the

<p><i>provide additional programming options (BCBA, psychologist, social worker, dean, and special education administrators).</i></p>	<p>allocation of resources.</p>	<p>assistant department director were not perceived as being visible and accessible; the coordinator allocation for the elementary schools was not being provided in the same ratio as the middle school allocation. The District has already been able to address this imbalance, with the Board's recent authorization to hire an additional elementary coordinator for 2018-19. This should help these administrators to be more visible and accessible to staff.</p> <p><i>Department and Curriculum</i></p> <ul style="list-style-type: none"> • District explores hiring behavior interventionist to provide additional and more timely support to staff and students in behavioral crisis as well as to build the capacity of special education/crisis teams to intervene as needed <p><i>District Investment in Special Education</i></p> <ul style="list-style-type: none"> • Consider for 2018-19 adding new staff positions, including a social worker to share caseloads at the larger elementary buildings; K-8 behavior interventionist; and a Dean to help support current building leadership with growing enrollment at Emerson Middle School.
<p><i>Finding 10: Create a path for change that does not have competing reform efforts.</i></p>	<ul style="list-style-type: none"> • Teams should be formed or strengthened to aid in reviewing initiatives to avoid competition of these initiatives during the reform process in the special education department. • A specialized team should be formed to engage in moving the department forward by deliberate planning of implementation of audit suggestions and findings 	