

Special Education Year End Review



Park Ridge - Niles School District 64
Board Report
July 15, 2019

Presented by Dr. Lea Anne Frost
Director of Student Services

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.



*Multi-year
renewal*
of our
Student Services
Department



Accountability

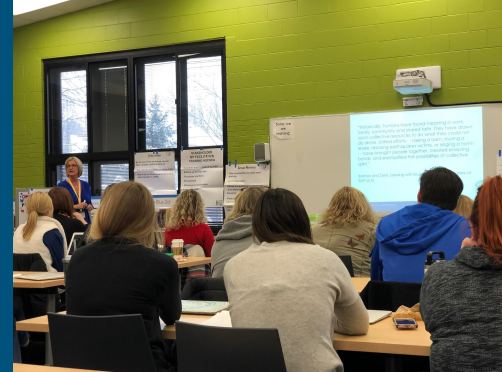
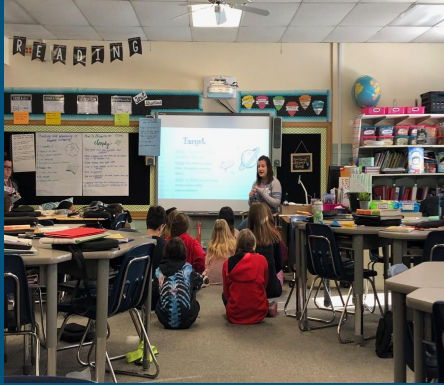
- ❖ In some instances, internal and external audit findings were duplicative/similar. D64 integrated findings & compiled 10 audit findings that were ***focused on development during the FY19 school year.***
- ❖ Monthly reports were provided to Board of Education that targeted 4 key areas:
 - Staffing, Professional Development, Consistency and Message of Inclusion.
- ❖ A mid-year progress report was provided to the Board in December 2018. This end of the year report will use the same type of progress reporting.



Highlights of Year 1: 2018-19



Strengths of the Student Services Department



Year 1 Top Accomplishments:

- ✓ Curriculum map ready for launch
- ✓ New Section 504 manual for families
- ✓ Board-authorized investments in staff
- ✓ Collaboration of Parents and Teachers Talking Together (PT3)

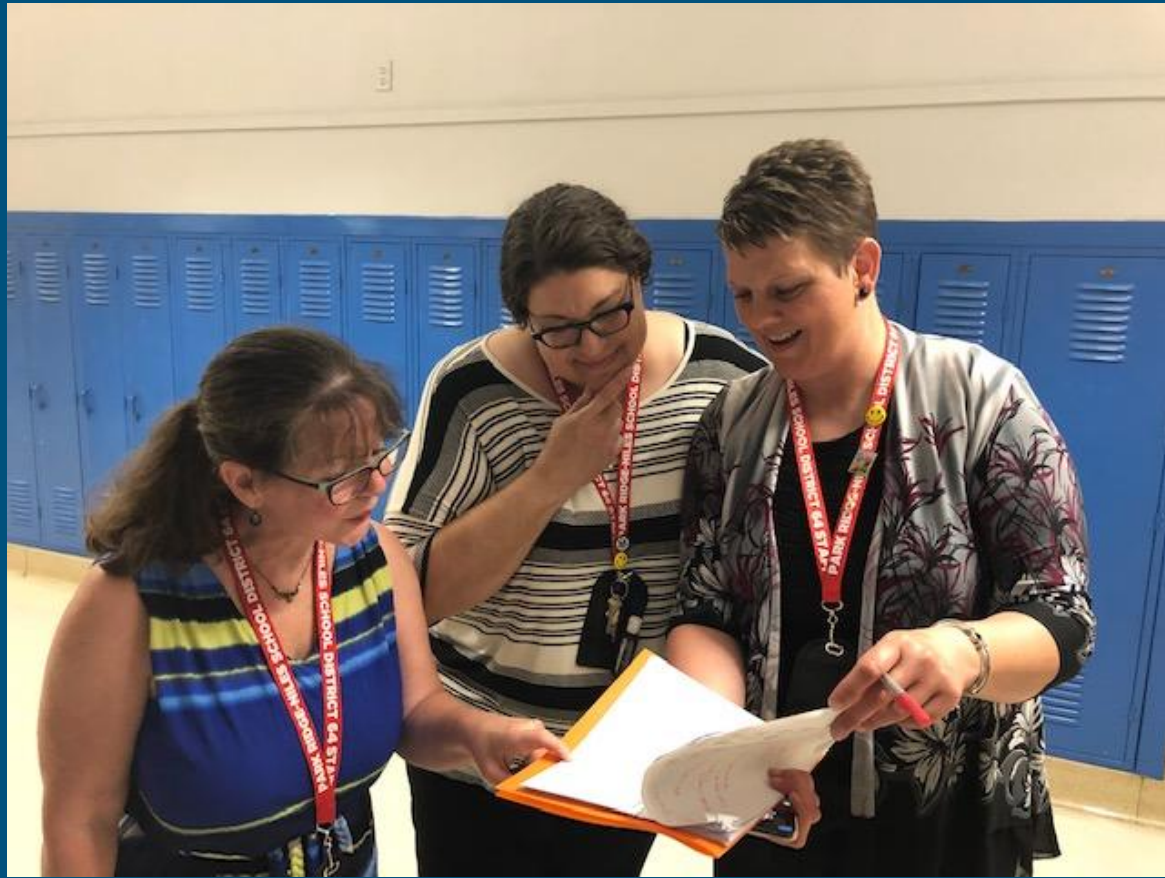


Year 1 Progress on Individual Audit Findings

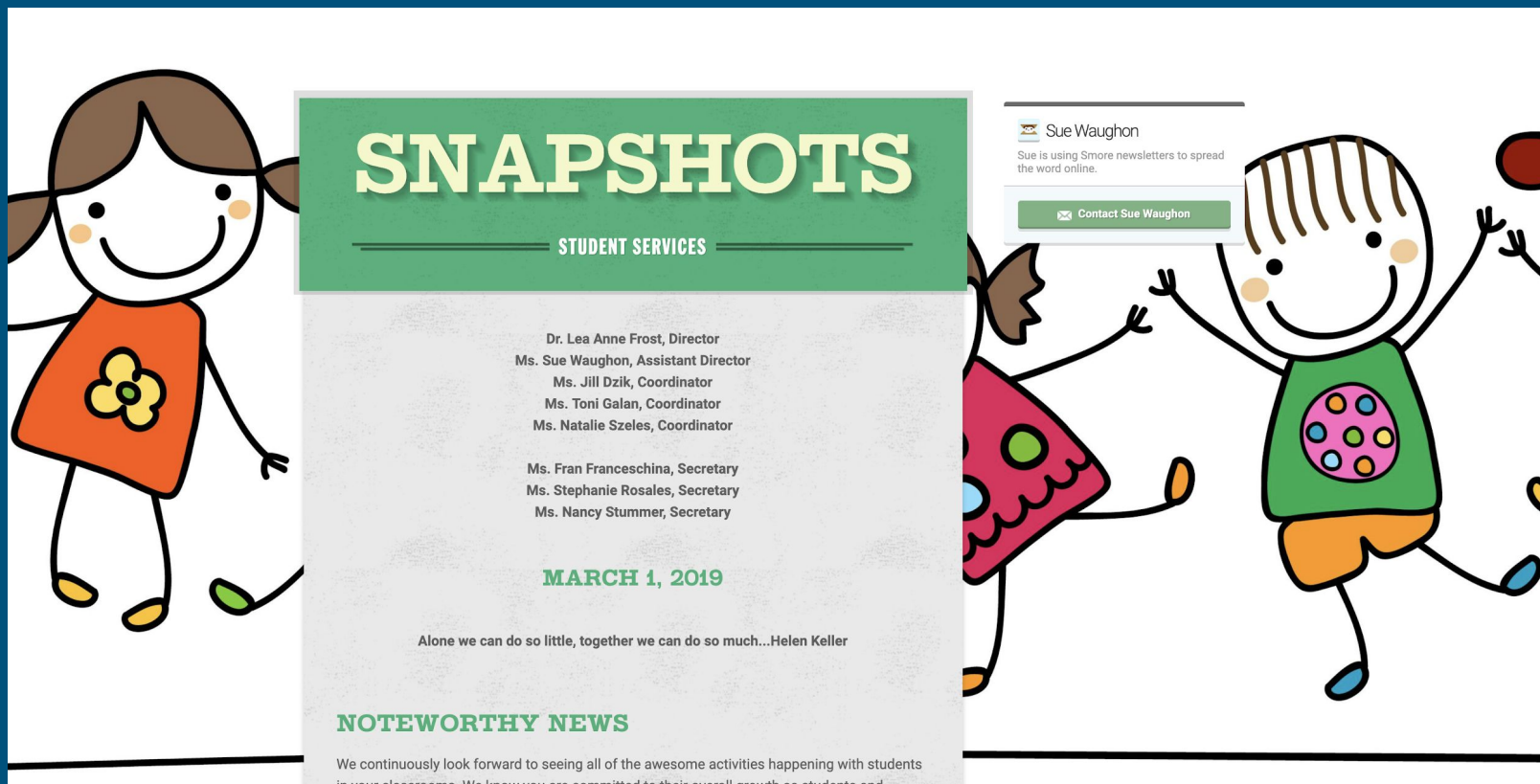




Finding #1: Professional Development



Finding #2: Visible, Accessible, and Instructional Leaders



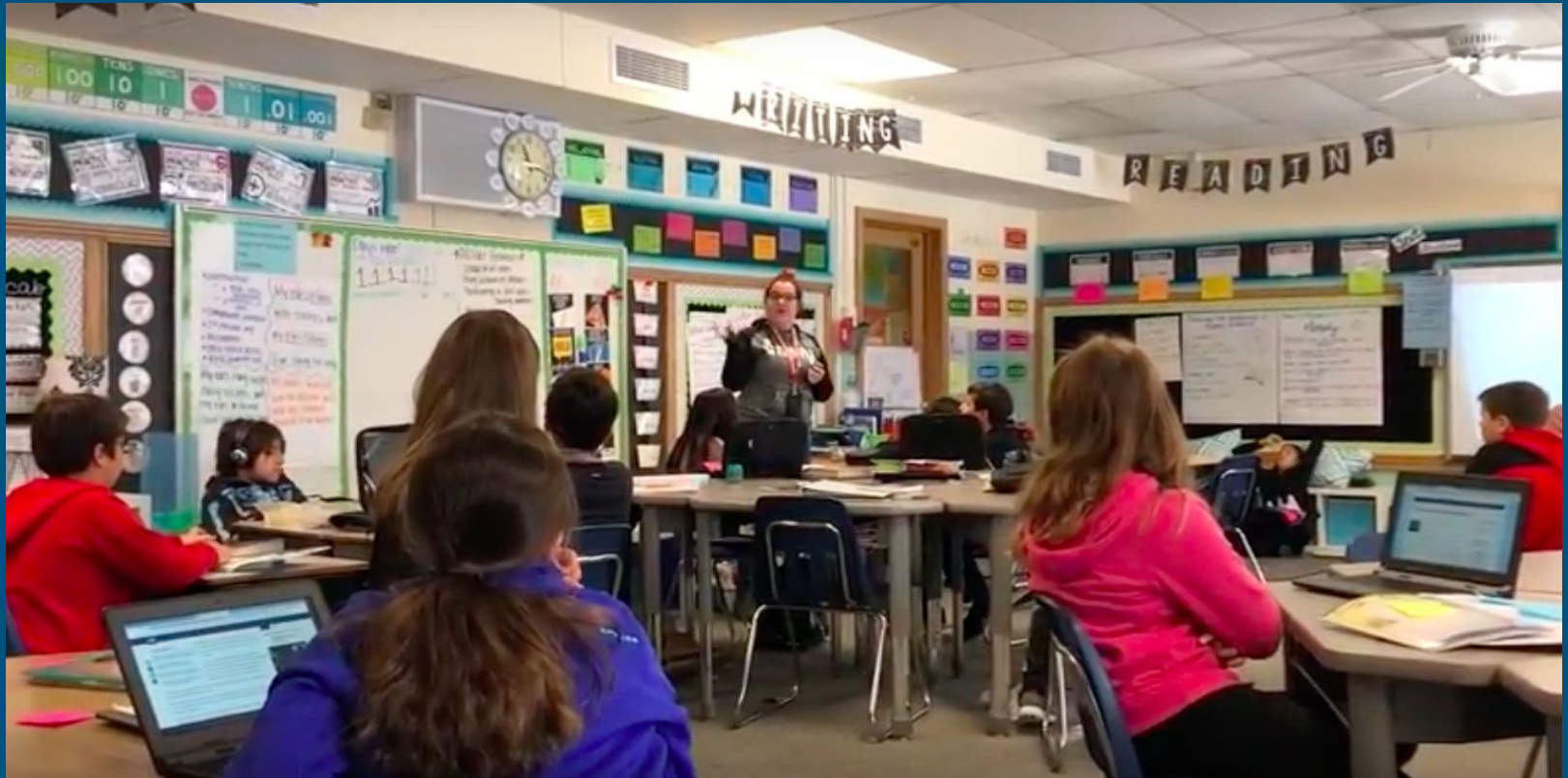
Finding #3: Vertical **Articulation and Communication**



Finding #4: **Systems** Development



Finding #5: Transition Processes Defined



Finding #6: Define Expectations and Goals for Co-taught Classes



Finding #7: Establish Programs for Inclusion

Programs for Inclusion

Special Olympics May 5, 2019



Programs for Inclusion

Student-designed activity at Field School



Programs for Inclusion

Honoring Caitlin Sanchez, a 6th grade student from Lincoln Middle School for being an Infinitec Award winner!





Finding #8: **Engaging** Parents

Parents & Teachers Talking Together (PT3)

- ❖ Mission Statement
- ❖ **Parent Survey Results**
- ❖ Professional Development Needs Assessment

PT3 Parent Survey

- ❖ All families of students with an IEP (in or out of District) - about 651 students
- ❖ 1,086 individual parents were emailed (both Parent 1 and Parent 2)
- ❖ 108 responses in total (not limited to one/family)
- ❖ Response rate of 10.86%
- ❖ Of these, about 93% receiving services in-District.



87%
satisfied

with their child's Special Education
Services in 2018-19



Almost 90% satisfied

with their child's IEP meeting(s) in
2018-19



84.3%
satisfied

with communication from their
child's IEP Team in 2018-19



77.8%
agreed

that special education services in the
District are improving





Finding #9: Secure Additional Staff



Finding #10: Create a Path for **Change**

Summer Work to Prepare for 2019-20

1. Analyze staff professional development needs for FY20 planning and calendar when PD will be offered
2. Provide training on new 504 manual; begin development of MTSS manual through a summer committee
3. Ensure department is fully staffed and trained
4. Review and update the D64 Student Records Processes and Procedures
5. Create a budget, order and schedule training on all selected curricular programs/interventions for special education classrooms



Focus for Year 2: 2019-20

- ❑ Review current service delivery models and provide recommendations to administration/Board for potential changes to ensure a comprehensive continuum of services
- ❑ Creation of policies, procedures, systems, and processes to ensure district-wide consistency
- ❑ Investigation, review, and monitor of curricular programs to ensure appropriate and rigorous instruction for students
- ❑ Continue professional development on curricular programs and interventions for implementation with fidelity and increased student achievement
- ❑ Continued development of rich communication systems with all stakeholders to ensure accurate messages are sent and received
- ❑ Implementation of activities that promote an inclusionary mindset and positive outcomes
- ❑ Development of tools and resources for parents to promote positive home-school-community relationships
- ❑ Collaboration with parent groups to ensure aligned perspectives and positive working relationships



Questions?

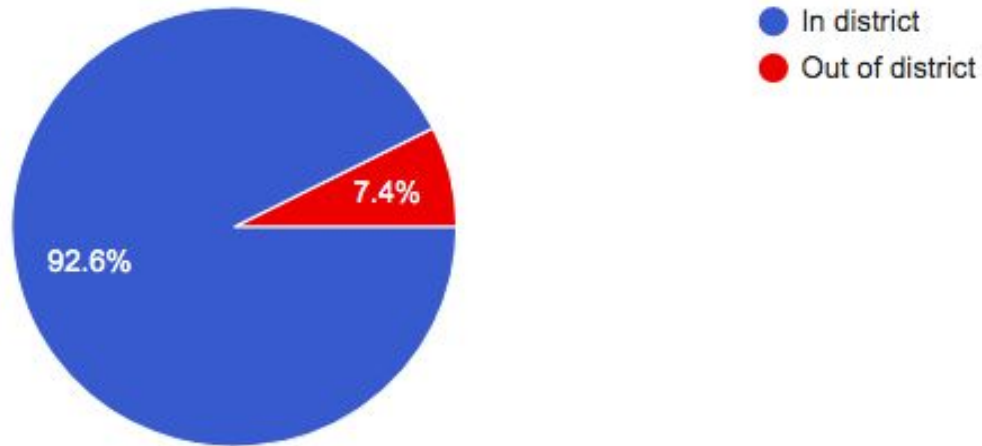
Thank you!



Question 1

Is your child receiving special education services in or out of district in the 2018-2019 school year?

108 responses



Positives comments from the survey

- Staff going above and beyond for students (3 responses)
- Pleased with services and education
- Transition meetings from middle school to high school
- Positive first year at middle school
- Opportunities for learning outside of the classroom (field trips, after school programs)

Concerns Identified in the Parent Survey

- Lack of communication between home/school - 9 responses
- Continuum of services needs to be expanded - 4 responses
- Communication issues between general & special education (training and knowledge of accommodations/modifications) - 3 responses
- Increase parent education/training - 3 responses (MTSS, special education rules and regulations)
- More instructional teachers per building are needed (3 responses)
- Coordination/collaboration for teams (2 responses)

Concerns Identified in the Parent Survey

- Identification of additional strategies and techniques for academics, sensory, behavioral needs for students (2 responses)
- Not all audit findings have been addressed (2 responses)
- Need to include students and their input into their education plan
- Need to include special education needs in addressing building/facility discussions
- Special Olympics access needs to be easier
- Lack of support from District Office

Concerns Identified in the Parent Survey

- Service delivery model needs to be expanded (inclusion, co-teaching, LRE, extended learning block)
- Different staff working with students on a year to year basis
- Communication of the status of the audits
- Need to increase related services (SLP, OT)
- Increased options for related services for preschool students

Strengths of D64 Student Services Department

- Dedicated, hard working and student-centered staff
- Positive relationships between staff and students
- Engaging learning environments being provided for students
- The implementation and expansion of PBIS
- Manageable class sizes
- Involved parents
- An abundance of resources
- Department involvement in the D64 Strategic Plan



Free response comments

38 respondents added a comment

Detailed in the written report

Scale

#1



#5

dissatisfied or highly disagree

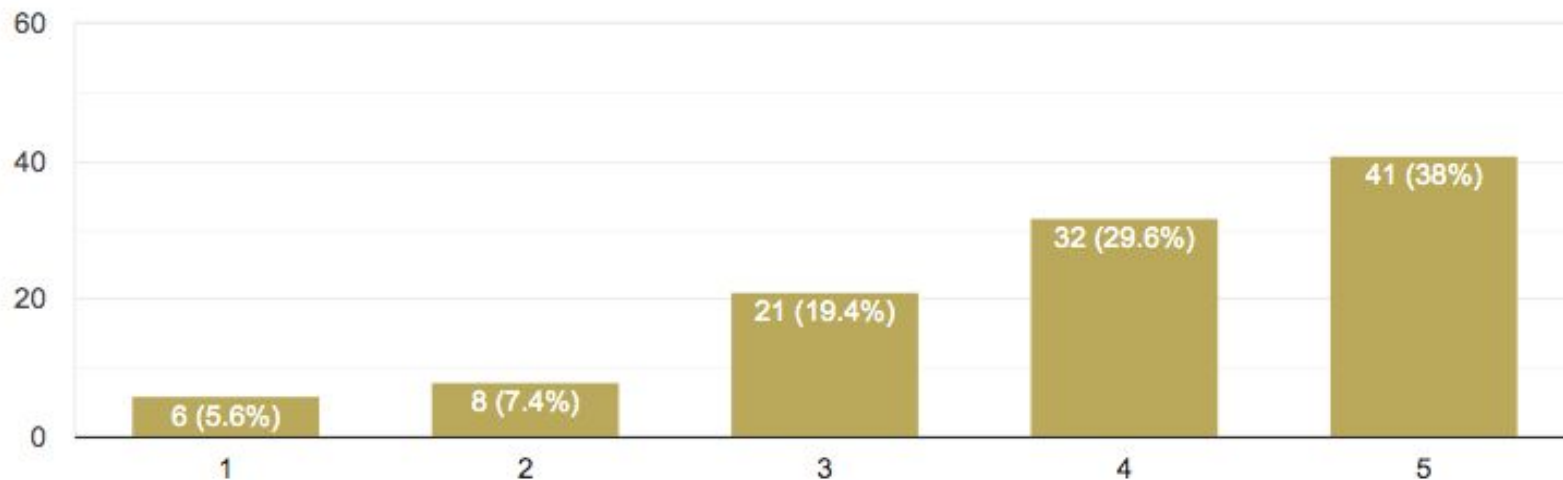
highly satisfied or highly agree

Question 2

On a scale of 1-5, how satisfied were you with your child's special education services in the 2018-2019 school year?



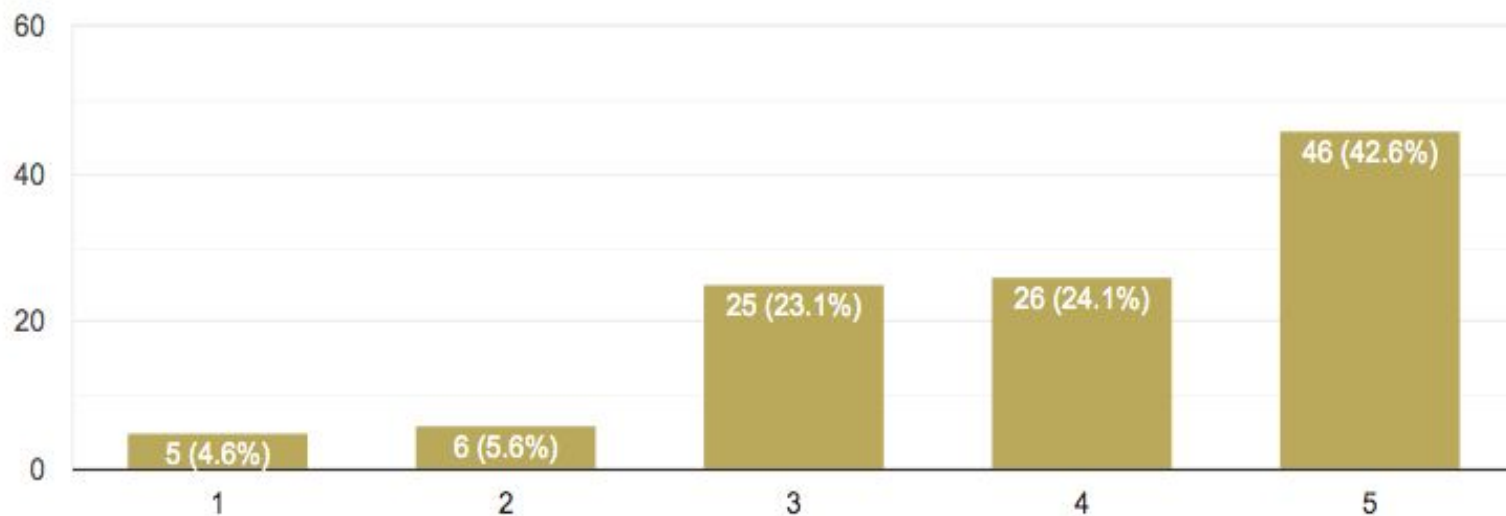
108 responses



Question 3

On a scale of 1-5, how satisfied were you with your child's IEP meeting(s) in the 2018-2019 school year?

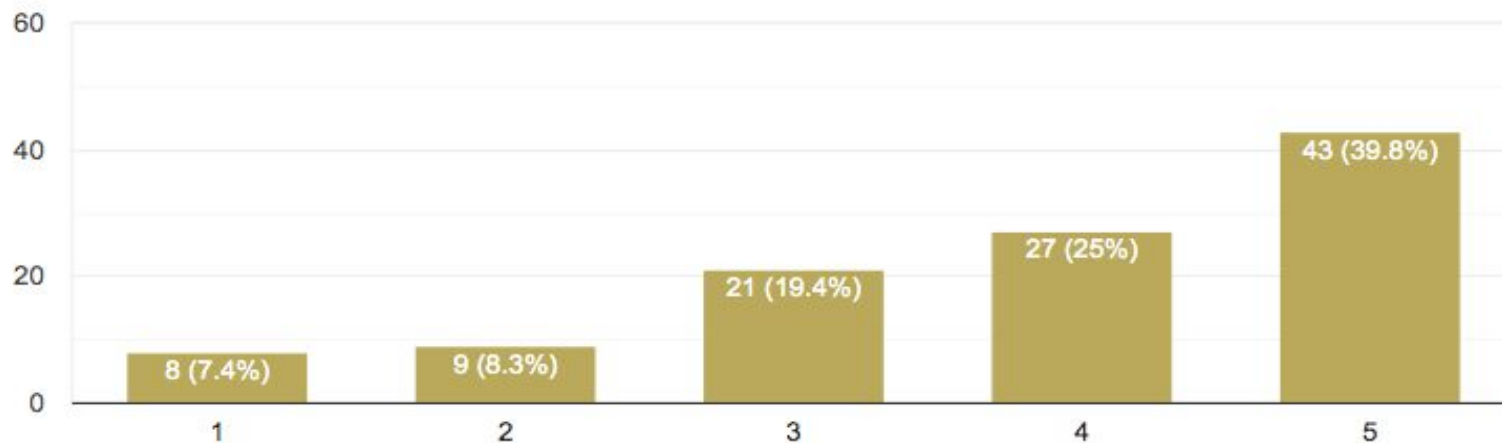
108 responses



Question 4

On a scale of 1-5, how satisfied were you with communication from your child's IEP team in the 2018-2019 school year?

108 responses



Question 5

On a scale of 1-5, do you feel that special education services in the district are improving?

108 responses

