

Special Education Update

November 13, 2018 to December 10, 2018

Dr. Lea Anne Frost, Director of Student Services
Park Ridge-Niles School District 64
Board of Education Meeting -- December 10, 2018

For the period:

November 13, 2018 to December 10, 2018

Updates on the four key areas targeted for improvement:

- Staffing
- Professional development
- Consistency
- Message of inclusion

Key Target #1 - Staffing

Activities related to this key target area include:

- **Special Education Needs Assessment Survey**
 - On November 1, 2018 the department released the Staff Needs Assessment survey via email to all D64 staff. The survey closed on November 16, 2018; 131 responses were gathered yielding a 20.1% response rate. The data will now be coded and analyzed before determining next steps.
- **Request for a .5 Special Education Coordinator**
 - At this time, administration is making a request to hire a .5 special education coordinator to assist in the support of change efforts within the District for the rest of the school year. Currently both Dr. Frost and Ms. Waughon have student caseloads, thereby inhibiting their availability to assist other administrators and staff with coordination and implementation.

Key Target #2 - Professional Development

Activities related to this key target area include:

- Nicolette Solano, our Board Certified Behavior Analyst, provided training to all elementary staff including a large number of teacher assistants on behavior management on November 14. On another note, Ms. Solano is supervising a staff member at Roosevelt School who is engaging in a practicum to be a BCBA.
- We have replenished the number of CPI trainers we have on staff. These trainers consist of: a special education coordinator, speech and language therapist, psychologist, and our BCBA. These individuals are providing full trainings to staff. We hope to increase the number of CPI trainers for next year.

Key Target #2 - Professional Development

- D64 hosted an IAASE training on November 16 with the topic of *Effective Parent Communication*
 - Dr. Frost and Ms. Waughon attended the training
- All certified staff will participate in *Facilitated IEP* training (January 23 and 24). Pre-registration for this training has been offered to PT3 and the Special Education Board Committee members. Registration information will be sent to District parents on December 17, 2018. Each training holds a maximum of 50 participants.



Key Target #3 - Consistency

Activities related to this key target area include:

- The department is reviewing, updating and implementing Board procedures as well as best practices to ensure fidelity and consistency:
 - Social Workers are continuing to align Student Threat Assessment and Suicide Prevention procedures with the Board procedures.
 - Work is continuing on developing a procedural manual for 504.
 - Recommendations from the Student Services department have been provided on policies and procedure samples within the most current PRESS update.



Key Target #3 - Consistency (continued)

- While the transition process from EC to K seems to be established, we are continuing to solidify the 5th to 6th grade and 8th grade to HS transitions. In terms of the transition to HS, we have instituted new practices of:
 - Pulling data from the Embrace IEP system to provide to D207
 - Providing “view only” access to D207 for incoming 9th graders

Transitions from outplacements back to District are determined on an individual basis and are discussed through the IEP process.


- The Asst. Superintendent for Student Learning and Director and Assistant Director are engaging in planning for ESY programming for summer 2019.

Key Target #4 - Message of Inclusion

Activities related to this key target area include:

- Special Education Board Committee met on November 13 and will meet next on December 19
- Parents and Teachers Talking Together (PT3) have scheduled 3 meetings through February:
 - December 11, January 29 and February 26
- A Disability Awareness Curriculum by month is still being created and will be shared with each school (also pertains to Key Target #3)
 - Indicates specific months to review specified disabilities as well as materials to utilize within classrooms and suggestions for bulletin boards
 - PT3 will be asked for input

Key Target #4 - Message of Inclusion (continued)

- Special Olympics Planning Team is continuing to make arrangements for District-wide student participation in 2019.
 - Last month we reported that two additional students were transitioning from outplacements back to D64 noting 6 students in total since October. Unfortunately, one student was unable to make the start of the transition process successfully; 5 students are in the back-to-District transition process.
 - The Director and Assistant Director continue to meet with teams and related services groups.
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Year to Date

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)

To date, D64 has:

- Held 23 professional development trainings for staff
 - Held 1 professional development training for parents
 - Scheduled 1 upcoming professional development training for parents
 - Encouraged collaboration across disciplines
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Special Education
Administrators need to
become visible, accessible,
and instructional leaders

To date, the Director and Assistant
Director of Student Services have:

- Been actively involved in 504
and IEP meetings
- Continued to meet with teams
and related services groups
- Visited schools and
classrooms

D64 has:

- Hired an additional sped
coordinator
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On-going vertical articulation needs to occur; consider creation of a newsletter and other communication systems including regularly scheduled meetings

To date, D64 has:

- Instituted various communication practices (websites, emails, meetings, staff newsletter, etc.) for staff and parents
 - Reviewed and memorialized policies, procedures, and practices for implementation
 - Increased its use of Embrace for state documents and data reporting
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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 to be implemented consistently and with fidelity

To date, D64 has:

- Begun construction of a 504 manual
 - Collected information on current curriculum programs, tools and assessments; currently we are piloting 5 curricular programs
 - Discussed and begun developing procedures for maintaining school records
 - Begun ESY planning
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Transition process for students needs to be defined

To date, D64 has:

- Determined a need to establish beginning of the year “meet and greets” for students
- Developed EC to K transition plans
- Begun development of 5th to 6th grade transition plans
- Instituted more efficient measures to communicate with D207 regarding 9th grade transitions
- Discussed expectations for _____students from outplacements returning to D64

Co-taught classrooms need to have defined expectations and goals

To date, D64 has offered two, 2-part trainings to teachers in co-teaching environments

Establish programs for inclusion of students (peer buddy, Special Olympics, disability/diversity awareness, etc.)

To date, D64 has:

- Begun developing a disability awareness curriculum
 - Begun planning for a District-wide Special Olympics team
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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.)

To date, D64 has:

- Updated the resources and information for parents on the Student Services webpage
 - Held 3 PT3 group meetings
 - Held 2 SPED Board Committee meetings
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Secure additional staff to provide additional programming options (BCBA, psychologist, social worker, dean, and special education administrators)

To date, D64 has:

- Hired additional special education staff
 - Completed the Staff Needs Assessment Survey
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Create a path for change
that does not have
competing reform efforts

To date:

All special education coordinators
have common goals for evaluation
purposes

All activities previously listed in all
audit findings promote this
outcome

Future Plans

Four Key Targets:

1. Staffing

- a. An analysis of the special education needs assessment survey responses
- b. The projection (staffing and budget) process will be established


2. Professional Development

- a. Continued training on specific topics to staff
- b. A professional development needs assessment will be sent to all staff in March/April

3. Consistency

- a. The development of the 504 and MTSS manual
- b. Defining the special education curriculum programs, tools, and materials essential to reading math, and social emotional learning

4. Message of Inclusion

- a. The continuation of the PT3 and SPED Board Committee work
 - b. Implementation of a Disability awareness curriculum
 - c. Formation of a District-wide Special Olympics team
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Questions?