

Memo

To: All Special Education and Related Service Staff

From: Barbara Kelley
Director of Pupil Personnel Services

Date: June 16, 2010

Re: ISBE Focus Monitoring Report Regarding Indicator # 5 of the State Special Education Performance Plan (the students with special needs in the general education setting 80% or more of the school day)

Dear Special Education Teachers and Related Service Staff:

This message contains the highlights of the ISBE Focus Monitoring Report based on the results of the Indicator #5 review April 5-9, 2010. As you recall, I was able to personally share the preliminary results with you on May 7, 2010 at Jacobs High School. The final results written here reflect the information I presented at the May 7th inservice.

When I spoke to you on May 7th, I talked about the need for a corrective action plan required by the State based on the findings. We are now at the phase of sharing the District's specific report information regarding the findings of indicator #5 of the State Special Education Performance Plan. Below are the State Non-Compliance Findings that will be individually addressed in a district corrective action plan.

Finding I – Educational Placement

- Equitable access to the general education setting (building the capacity to increase equitable access)
- Placement decision not made by a full team
- Placement decision are not always based on the child's IEP goals

Finding II – Definition of Individualized Education Program

- Lack of documentation of supplementary Aids and Services
- Lack of explanation of how the student's disability affects involvement and progress in the general curriculum
- Lack of clear documentation on the extent to which the student will not participate with non-disabled peers

Review Supporting Evidence/Data

- Members absent at meetings

- Local Education Agency Representation documentation or no signature
- Placement has not been supported by the student's IEP goals
- Placement has not been supported by the present levels of academic achievement and functional performance
- Parents felt they were not members of the IEP team and felt placement decisions were made in advance of the meeting

Required Evidence of Correction on or Before May 1, 2011 – 100%

- All appropriate team members are present at the IEP meeting
- Placement decisions are based on the child's IEP
- Educational environment chosen on the placement page is accurately transferred to the conference summary page and FACTS sheet
- Educational environment is supported by the present levels of academic achievement, functional performance and supplementary aids and services required for the student to advance appropriately toward attaining his/her goals
- Three different placement options are considered and the option chosen by the team is clearly documented (IEP accurate paperwork completion)

Required Evidence of Change

Current 42.2% data will require a 5% increase in students who are attending the general education setting 80% or more of the school day (state target is 49.9 for the 2010-2011 school year) by June 31, 2012. D300 will is required to show the 5% improvement by May 1, 2012 which will be 47.2 or the 5% evidence of change.

What Has Been Done?

- Changes in verbiage to reflect the current IDEA 2004 regulations
- Elimination of the high number of unnecessary placement options in the IEP management system
- Presentations to administration and special education staff
- Changes in the student data system – Infinite Campus to reflect the state percentage rates regarding the educational environment codes
- Developed building profiles shared with principals to share with staff and set targets per individual schools (looking at disaggregating the special education data more closely to make appropriate instructional decisions)

What is Next?

- Developing a corrective action plan to be approved by the State and the D300 Board of Education
- The plan will need to focus on intensive trainings at all levels for all D300 staff involved in the IEP process
- Opportunities for parent involvement and trainings

- Utilizing researched based best practices in special education program delivery
- Creating a plan for increased student involvement at the secondary level and student self-advocacy training
- Building supports for students in the general education setting

The corrective action plan team has developed a district plan that will be included as part of the District Improvement Plan. The corrective action plan is a two year process, but the Focus Monitoring team will be reviewing the IEPs that were written this spring when they return in the spring of 2011.

The actual ISBE Focus Monitoring Report will be posted to the district website under the Pupil Personnel Services section within the next week. I will also share the Corrective Action Plan with you once it has been approved by the State and the D300 Board of Education.

This information has been previously shared with the school board, special education supervisors, and the corrective action plan team members. A copy of this email memo is also being sent to each building administrator and central office administration.

If you are interested in being a member of the corrective action plan team and assisting with the coordination of the implementation of the plan please contact the PPS office at 847-551-8307. All questions regarding the report or corrective action plan can be directed to the Char Cross and me. Thank You.

**Cc: Board of Education
Central Office Administrators
Principals
Kolleen Hanetho
Michele Meyer**