Student diversity is a given in every classroom. Within every group of students, teachers and staff can anticipate that there will be a variety of skills, affinities, strengths, challenges, experiences, cultural lenses, aptitudes, interests, and proficiency levels represented. As teachers engage in planning and providing meaningful and relevant instruction, they must simultaneously consider the variety of learner profiles among their students as well as how to actualize the district's vision of equity and inclusion that supports the success of the whole child. While every child is unique and will therefore benefit from attention to   their individual learner profile, a student who has been identified with a disability, by law and best practice, will require instructional supports based upon the IEP team's best thinking to ensure equity and inclusion are both tangible and woven into the fabric of each classroom in the district.

In order to further the goals of Oak Park District 97, the following goals have been developed that hold at their center the promise of not only inclusion, but also a belief that students with disabilities are central to the instructional work of the district. This requires that special education be reimagined to exist not as a destination, but as a series of interventions along a student's journey to success that could ultimately lead to an exit from special education.

The department seeks to refine and expand promising practices that serve to ensure that students with disabilities receive universally designed instruction thus providing meaningful and relevant student access to the general education curricula:

Goal One: ***Co-teaching Expansion (Inclusive Teaching Practices)****. We will broaden implementation of inclusive practices that support meaningful access to general education learning environments, curricula and experiences for students with disabilities.*

- Met with schools to develop schedules that addressed student need and to refine the structures through which learner profiles are considered and resources are maximized.
- Provided professional learning opportunities with a national expert for teacher teams through regular learning sessions and job embedded supports
- Implemented a continuous cycle of refinement and review of existing delivery models to ensure students are provided with meaningful general education access as well as specially designed instruction
- Solicited teacher and principal feedback prior to implementing programmatic fidelity checks to determine the need for ongoing support and resources
- Next steps:
    - Continue to review student growth and attainment through the lens of the implementation of inclusive service delivery models
    - Review classroom observation data at a regular cadence to inform supports and provision of resources
    - Conduct student and staff focus groups to inform planning for SY20

*Goal Two: **Social-Emotional Supports:** We will refine and expand targeted social-emotional supports that address all aspects of a student's development through caring and respective relationships.*

- Conducted a needs assessment relative to professional learning and determined that additional training around trauma informed care was indicated
- Worked to implement support4U in concert with Districts 200 and 90 as a text based support for middle school students
- Provided staff-informed professional learning to social workers, psychologists and other stakeholders
- Co-created and implemented processes with related service providers that seek to monitor support levels at a regular cadence
- Next Steps:
  - Conduct regular and timely reviews of student impact data as well as the frequency with which students access support
  - Continue to provide support for new staff members
  - Provide training to school administrators around trauma informed care
  - Build systems to create a cadre of trauma informed schools

*Goal Three: **Increased Access for Students with Disabilities:** Explore areas that are ripe for increased student access, identify barriers to equal access and implement high leverage strategies to eliminate identified barriers.*

- Conducted focus groups to identify and address barriers to access for students
- Connected with parents to determine pressure points around inclusion and inclusive service delivery models
- Identified potential barriers to access
- Next Steps:
  - Develop a communications strategy around increased access
  - Hold engagement meetings/discussions with staff and community members
  - Codify learnings from staff and community to determine what success "looks like/feels like" and determine key indicators
  - Determine the professional learning that might be required to address identified barriers and to meet key indicators
  - Connect with school based stakeholders to plan the implementation of professional learning and strategies to increase access
  - Implement action plan as created by stakeholders
  - Review success indicators on a quarterly basis and adjust strategy, as necessary

Additionally, the department will engage in the following:
- Determination of areas of entry for the entire student population to intentionally explore disability equity
- Exploration of novel ways to flexibly deliver special education services
- Organization of programmatic reviews of instructional strategies and tools
- Refinement and expansion of reintegration from therapeutic day school placements

- Continue to intentionally examine and address disproportionate representation in disability categories
- Refinement and expansion of the following practices:
    - Student – led IEP meetings
    - Implementation and use of research based interventions
    - Data analysis as a lever to continue to inform practice
    - Exit and entrance criteria implementation for tiered supports

The department also seeks to strengthen the connection with parents of students with disabilities and the community at large.

Goal One: Support the work of the Special Education Parent Advisory Committee

- The parent advisory committee was established as a forum through which the district could meaningfully engage parents
- A parent created survey was disseminated districtwide in SY18 to collect parent feedback
- Next steps:
    - Collaboratively set a clear purpose for meeting and determine how progress toward goals will be measured
    - Regularly solicit feedback from all parents around practices that the district should halt, start, refine or expand
    - Develop action plans based on parent feedback

Goal Two: Conduct workshops aligned to parent and community needs

- Conduct an informal needs assessment to determine areas of need relative to information sharing
- Collaboratively set a schedule for the SY19 school year
- Conduct workshops in accordance with need and solicit feedback on efficacy

Appendix

Table 1. Historical Student Demographics by Disability Type

Disability	SY16	SY17	SY18
Intellectual Disability	21	18	19
Orthopedic Impairment	7	5	2
Specific Learning Disability	307	275	260
Visual Impairment	5	3	2
Hearing Impairment	14	15	13
Deafness	3	1	2
Deaf & Blind	0	0	0
Speech/Language Impairment	324	197	217
Emotional Disability	74	49	41
Other Health Impairment	157	125	125
Multiple Disability	6	5	4
Developmental Delay	142	104	113
Autism Spectrum Disorder	84	103	99
Traumatic Brain Disorder	0	0	0
Total	**1144**	**900**	**897**

Table 2. IDEA Funding (December 1st Child Count)

School Year	Total	IDEA Flow-through		IDEA ARRA Flow-through	
		Part B	Preschool	Part B	Preschool
2007-2008	892	$1,155,075	$46,686		
2008-2009	867	$1,165,627	$51,021		
2009-2010	851	$1,261,655	$50,645		
2010-2011	871	$1,273,118	$50,655	$1,366,138	$49,964
2011-2012	883	$1,296,863	$50,587		
2012-2013	867	$1,320,982	$37,786		
2013-2014	892	$1,258,174	$50,521		
2014-2015	901	$1,323,302	$50,643		
2015-2016	928	$1,324,487	$51,600		
2016-2017	865	$1,366,025	$53,864		
2017-18	883	$1,369,878	$50,789		
2018-19	797	$1,430,080	$51,325		

Table 3. Referrals, Initial Evaluations and Disposition of Evaluations

	SY16	**SY17**	**SY18**
Initial Evaluations (K-8)	126	137	126
Initial Evaluations (EC)	56	39	46
Referrals (K-8)	299	136	188
Referrals (EC)	65	44	50
Students Not Eligible (K-8)	44	18	8
Students Not Eligible (EC)	12	6	4

Table 4. SY19 Number of Students with Disabilities by Grade

	Total Students with IEPs	**Percentage**	**Student Total**
K	57	9%	669
1	62	9%	671
2	70	10%	690
3	91	13%	712
4	110	16%	646
5	102	16%	646
6	98	15%	669
7	97	15%	660

8	92	14%	657

Table 5. Student Exit Rate Data

	SY17	SY18
Number of Students who Exited to General Education	60	82

Table 6. Historical Data – Service Delivery Models

	SY16	**SY17**	**SY18**
Early Childhood	60	58	51
Out of District	57	38	34
MultiNeeds	42	48	41
Resource	412	435	446
Instructional	106	72	55
Speech Only	223	188	193
Parochial (Total)	62	61	79
Parochial (Served)	35	21	35
Totals	**962**	**937**	**899**