

**REPORT
of the
2021 PUBLIC REVIEW COMMITTEE**

**on the
SPECIAL SCHOOL DISTRICT
of
ST. LOUIS COUNTY**

June 28, 2022

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EXECUTIVE SUMMARY

In 1996 the Missouri Legislature mandated that a Public Review Committee (PRC) be appointed for a one-year period to review the Special School District of St. Louis County (SSD), and that such a committee be appointed every four years thereafter. Accordingly, this Public Review Committee, the seventh one, was constituted in 2021, pursuant to Section 162.858, Revised Statutes of Missouri (RSMo).

The Statute establishing the PRC sets forth the duties of the PRC, which are: (1) “to conduct a thorough review of a special school district including the structure, governance, administration, financial management, delivery of services, cooperation with component school districts, the district's role as an advocate for children with disabilities and children with significantly disabilities, compliance with sections 162.850 to 162.859, regarding conflicts and responsiveness to the needs and concerns of the citizens of the special school district”, (2) “investigate, document and determine the validity or invalidity to the extent possible of allegations relating to these matters”, and (3) issue a report by July 1, 2022 to the SSD Board of Education, the SSD Governing Council and the Missouri General Assembly with its findings and recommendations.

During the course of its work, the Seventh PRC found no issues rising to the level of allegations. Therefore, we used our findings to develop recommendations to support the continuous improvement of the delivery of special education services to students in St. Louis County.

A summary of the PRC’s goals, findings, and our recommendations are found in this section. To examine the full report and its supporting documentation, you can visit <https://www.ssdmo.org/Page/1084>, or obtain a copy from the Office of the Superintendent of Special School District at 12110 Clayton Road, St. Louis, MO 63131, phone 314-989-8281

Recommendation 1 – Equity

Continue implementation of the eight (8) objectives in the 2018 Blueprint for Equity and the Guiding Principles/Action Plans of the 2020 Equity Framework.

Monitor the “Framing the Frameworks” Training schedule and use feedback from participants to provide continuous improvement in the training as well as follow up activities designed to increase fidelity of Equity in action.

The Partnership Agreement should identify the joint Equity responsibilities of SSD and the Partner District.

Recommendation 2 – Partnership Agreement

Implement and evaluate outcomes of the Partnership Agreement across twenty-two (22) districts using the document assessment tool including attention to “as evidenced by metrics”.

The Individual Partnership Agreement between SSD and a Partner District should be discussed and adopted during an open Board meeting. The Agreement should be signed by both the Superintendent and Board President from both SSD and the Partner District.

Continue the use of Advisory Committees – Liaisons etc. to provide transparent communication regarding the Partnership Agreement items, outcomes and next steps.

Recommendation 3 – Continuous Improvement

Develop Continuous Improvement (CI) methods to address processes, identify measures, gather data, analyze and publish results, and implement improvements in all areas addressed in the recommendations. These include equity, partnership agreement, career and technical education, post-secondary outcomes, personnel, governance and finances.

Recommendation 4&9 – Relationships (4) and Communication (9)

Establish specific, planned meetings between families, partner districts, and SSD to improve communication and the exchange of status and information.

The SSD BOE and Partner Districts BOE representatives should meet on a regular basis to provide the SSD Board feedback on SSD services, communication, and priorities.

Families, partner districts, and SSD need to develop a common set of advocacy priorities for use in meetings with public officials and legislators.

Evaluate the effectiveness of communication tools used to engage and seek feedback from stakeholders regarding their experiences with SSD staff, and any suggestions or concerns that they might have.

Recommendation 5 – Career and Technical Education

North Tech and South Tech should be recognized and supported by internal and external stakeholders as unique and distinctly different institutions operating within SSD, fulfilling the critical and economically important mission of developing the future workforce of our region by educating and training eligible high school and adult learners, both abled and disabled, in occupations labeled “high-demand” by governmental authorities.

Recommendation 6 – Conflict Resolution (set aside)

A Conflict Resolution recommendation was listed in the initial list of recommendations to be considered by the PRC. Based on the group’s discussions, this suggested recommendation is set aside.

Conflict Resolution is an important part of communication between families, SSD representatives, and Partner District representatives. This process is important in the providing services to students. The PRC decided that a recommendation was not needed at this time.

Recommendation 7 – Post-Secondary Outcomes

Support the proactive use of the IEP transition process to inform both families and staff of the individual student’s goals and needs to successfully transition from k-12 to post-secondary opportunities/outcomes.

Recommendation 8 – Personnel

Examine the hiring and retention of the SSD work force, including the interview, training, and review of employees. The interview process should include the timely communication with job candidates. Establish an annual summary regarding hiring and retention, with an emphasis on equity. Focus on the following metrics: measures of job performance, job retention, as well as reasons for leaving in voluntary resignations.

Employee feedback and job performance evaluations should be used as a means to promote change and improvement in an employee.

Examine the onboarding process of SSD employees at SSD schools and at Partner Schools, and measure client and employee satisfaction.

Review and revise current and new job descriptions considering current industry job board formats to include relevant language and terminology. Use the job description for job board postings, job fairs, and interviews.

Recommendation 9 – Communication (refer to Recommendation 4 & 9 combined)

Communication (9) was combined with the Relationship (4) because of their close connections.

Please refer to Recommendation 4&9 – Relationships (4) and Communication (9)

Recommendation 10 – Governance

Improve the effective communication of the SSD Board of Education (BOE), SSD Governing Council (GC) and Parent Advisory Council (PAC) by creating opportunities for these organizations to meet and exchange information on a regular basis.

Recommendation 11 - Finances

Continue the process used to ensure the SSD Board of Education (BOE) and the Governing Council (GC) have a sound understanding of the assumptions and methodology used to create the annual SSD Budget for approval.

Continue to improve the financial quality and integrity associated with the budget by conducting annual reviews of the SSD operating budget by the BOE and GC, and by external Auditors.

Continue to develop 5-year strategic projections of revenue, expenses, program expenditures, and balances.

1. INTRODUCTION

Pursuant to Section 162.858, Revised Statutes of Missouri, the following members of the seventh Public Review Committee (PRC) for the Special School District of St. Louis County (SSD) were appointed by the indicated entities in 2021:

PRC Membership

There are three main organizations that provide representatives to the Public Review Committee: Special School District (SSD) Governing Council (GC), the SSD Parent Advisory Council (PAC) and the Missouri Department of Secondary Education (DESE). Their representatives are:

<u>Governing Council (GC)</u>	<u>Parent Advisory Council (PAC)</u>	<u>Department of Elementary and Secondary Education (DESE)</u>
Kisha Lee (Co-Chair)	Dr. Camesha Carter	Dr. Ginny Bender
Larry Felton (Co-Chair)	Rob Eaton	Dr. Andrew Stewart
Dr. Sheila Powell-Walker	Erica Williams	Dr. Mary Ann Tietjens

The Statute specifically sets forth and mandates the duties of the PRC, which are “to conduct a thorough review. . . of the...

- structure,
- governance,
- administration,
- financial management,
- delivery of services,
- cooperation with component school districts,
- district’s role as an advocate for students with special needs and students with significant special needs,
- compliance with sections 162.850 to 162.859, regarding conflicts and responsiveness to the needs and concerns of the citizens of the special school district.”

In the 2017 PRC’s Report, the following note was included:

In recognition of evolving linguistic norms, when quoting or referring to Section 168.858, the term “disabilities” will be substituted for the statutory term “handicapped” throughout this report.

The 2021 PRC’s Report adds this following note:

In recognition of evolving linguistic norms, when quoting or referring to Section 168.858, the phrase “students with special needs and students with significant special needs” will be substituted for the statutory term “special needs and severely special needs children” throughout this report.

This report summarizes the work and findings of the Seventh PRC.

This Committee has familiarized itself with and acknowledges the importance of the historical record of SSD’s operation, including the concerns and circumstances that led to the 1996 legislation cited above.

While SSD continues to work to improve its self-monitoring and performance, the consensus among members of the seventh PRC and stakeholders interviewed is that the PRC review process still provides an important, value-added function in the reporting of possible concerns, as well as the reporting of the continuous improvement of the functioning of SSD.

2. PURPOSE/GOALS

The law requires the PRC to determine whether SSD is fulfilling its mandate with respect to the eight articulated areas, as well as its separate Career and Technical Education (CTE) mandate. More specifically, “investigate, document and determine the validity or invalidity to the extent possible of allegations relating to these matters” that led the legislature almost two decades ago to require the convening of a PRC every four years.

The recommendations developed and recorded in this PRC document are intended to be applied to the SSD organization and the students they serve in their SSD schools, and to the students SSD serves in the twenty-two (22) Partner Districts. The working relationship between SSD and the Partner Districts is one of the key focus areas of the 2021 PRC’s review.

In the 2017 PRC’s final report, there were two recommendations for Career and Technical Education (CTE). One focused on programming, and the second focused on funding. The 2021 PRC’s report also has two recommendations for CTE, but in this case we have broken them into a recommendation for students, and a recommendation for post-secondary opportunities.

Based on those assumptions, the 2021 PRC decided to focus our review and investigations on the following goals:

- Meet the legal responsibilities as set out by the legislation.
- Review, evaluate and comment on the operation of SSD and the relationship of SSD with the Partner Districts.
- Examine the importance of Equity in the special education opportunities available for all students.
- Examine the importance of SSD and the Partner District’s working relationship with the families who have children receiving services.
- Provide an external review with the aim of assisting SSD to improve its processes and services.
- Provide specific recommendations reflecting our understanding of the reports, studies, and interviews provided, as well as the current environment in which SSD operates.
- Provide updates on the 2017 PRC’s recommendations as appropriate.
- Communicate our observations and recommendations to the Governing Council and the SSD Board of Education.
- Publish our final report for all interested parties to add to the historical record concerning SSD performance and progress on its improvement.

3. 2021 PRC's RECOMMENDATIONS

The following eleven (11) recommendations are offered as a summary of the 2021 PRC's study of the issues and reflect our suggestions as to how SSD and the Partner districts can work together for continuous improvement, as they are mandated by law to jointly serve students with disabilities within St. Louis County.

How the Recommendations were Chosen

After all of the presentations and visits were completed, the PRC developed a list of areas where we felt that recommendations were appropriate. The initial list was:

1. Equity
2. Partnership Agreement
3. Continuous Improvement
4. Relationships
5. CTE
6. Conflict Resolution
7. Post-Secondary Outcomes
8. Personnel
9. Communication
10. Governance
11. Finances.

As we developed the recommendations, we made two changes:

- We combined recommendations 4 & 9 into one recommendation.
- We decided that a recommendation was not needed for recommendation 6.

Throughout the document, we have retained this number scheme. Even though we dropped recommendation 6, and combined recommendation 9 with 4, we keep the scheme intact to ensure that all of our minutes, notes, and discussions could be tracked back to a specific recommendation.

Recommendation 1 – Equity

Continue implementation of the eight (8) objectives in the 2018 Blueprint for Equity and the Guiding Principles/Action Plans of the 2020 Equity Framework.

Monitor the “Framing the Frameworks” Training schedule and use feedback from participants to provide continuous improvement in the training as well as follow up activities designed to increase fidelity of Equity in action.

The Partnership Agreement should identify the joint Equity responsibilities of SSD and the Partner District.

Recommended Actions

- Establish a process for recording progress to institutionalize Equity. The process will be a continuous set of repeating events – not a single event.
- Define the indicators and measurements that will be used to determine progress.
- Equity should be a consideration in all of the Recommendations made in the 2021 PRC’s report.
- A standard definition of Equity and standard set of considerations should be included in the Partnership Agreement.
- Equity should be a consideration in all decisions.

Rationale

A county wide tax levy funds the Special School District (SSD). Equity should guide the allocation of funds for facilities and services to meet the needs eligible children in St. Louis County. This allocation is used for SSD schools, technical education schools, and services for students in the twenty-two (22) Partners Districts.

SSD serves approximately 21,855 students who have special education needs and 1,520 students in its technical schools.

The Special School District has conducted several studies of Equity:

- 2014 Equity Study
- 2016 Kachris Report
- 2018 Blueprint for Equity
- 2020 Equity Framework

The Assurance Document outlines compliance processes designed to ensure Equity for students identified as needing special education services in their least restrictive environment. Facilities and resources must be equitable in each environment appropriate to the student’s needs. By signing the Assurance Agreement, SSD and the Partner District agree to these processes.

Guiding Principles

The 2020 Equity Framework provides SSD's Equity Statement:

Educational Equity exists when EACH STUDENT has opportunity and access to resources that focus on positive learning outcomes. This is achieved through an intentional focus on purposeful engagement, rigorous and individualized instruction, and relevant experiences.

The 2020 Equity Framework documents these Guiding Principles:

- Policies, Guidelines, and Operating Practices – Special School District is committed to ensuring equity in all policies, guidelines, and operating practices.
- Leadership - Special School District is committed to providing leadership at all levels, which fosters an equitable environment.
- Inclusivity of Members in School Communities – Special School District will recognize, intentionally recruit, and engage all members of school communities in order to maintain and embody equitable education practices, and outcomes.
- Curriculum, Learning Materials, and School Practices – Special School District will advocate for curriculum, learning materials, and school practices that reflect and include the principles of equity.
- Bias-Free Student Assessment, Evaluation, and Reporting – Special School District will provide appropriate and bias-free assessment, evaluation, and reporting to equitably meet the educational needs and to maximize the learning potential of all students
- Equitable Student Programming and Placement – Special School District will provide equitable programming (for) placement (of) its students across the county.
- Equitable Support Services – Special School District will provide equitable counseling, related services, and support services that reflect the principles of equity.
- Equitable Professional Learning – Special School District will provide professional learning, resources, and follow-up (high-quality professional learning feedback evaluation) for all district personnel.

Observations

A Director of Equity has been hired and a 5-year action plan has been established to provide training to the various groups hired by the Special School District.

The primary goal of the Equity Framework is:

- to focus our practices of equity throughout our district
- to work with Partner District Liaisons to identify and address the individualized approaches
- to define structures to provide special education and related services in the 22 partner districts
- to work in a manner that promotes both compliance and equity.

The District Special Education Director and The District Liaison are tasked with reviewing the elements of the agreement with partner district administrators and staff and collecting outcome data on agreed upon measures – listed *as evidenced by* in each category

Recommendation 2 – Partnership Agreement

Implement and evaluate outcomes of the Partnership Agreement across twenty-two (22) districts using the document assessment tool including attention to “as evidenced by metrics”.

The Individual Partnership Agreement between SSD and a Partner District should be discussed and adopted during an open Board meeting. The Agreement should be signed by both the Superintendent and Board President from both SSD and the Partner District.

Continue the use of Advisory Committees – Liaisons etc. to provide transparent communication regarding the Partnership Agreement items, outcomes and next steps.

Recommended Actions

- A complete assessment and evaluation of the prior year’s fulfillment of the Partnership Agreement should be completed and documented. This information should include fulfillment of IEPs, attendance, disciplinary action and any additional pertinent information. This information should be utilized as feedback to direct the development of a Partnership Agreement and any required modifications. *[Note: The PRC reviewed the 2021 version of the Partnership Agreement. A 2022 version is currently being developed.]*
- The full set of SSD’s special education services governing documents must be in alignment, which includes the Assurance Document and the Partnership Agreement. The delivery of the most recent versions of both documents should be to both the Partner District’s Superintendent and the Partner District’s Board of Education President.
- The current 2022 Education Partnership Agreement document should be modified to meet the recommendations made in this section.

Rationale

The SSD Partnership Agreement requires the full understanding and acceptance of both SSD and the partnering school district. To ensure compliance, the document should annually be presented and accepted through a Board of Education resolution during an open session meeting of the partner district’s Board of Education. The SSD Board of Education should also initiate acceptance of the agreed upon individual Partnership Agreements for the twenty-two (22) partnering districts in an Open Session Meeting. This process will ensure awareness and accountability for the specific contents of the SSD Partnership Agreement. The Partnership Agreement document requires the following signatures:

- Special School District - Superintendent
- Special School District – BOE President
- Partnering School District – Superintendent
- Partnering School District - BOE President

SSD of St. Louis County provides students with special needs and students with significant special needs, and career and technical education for high school students enrolled in the 22 St. Louis County School Districts. Since these students are enrolled in both the Partner School Districts and the Special School District, both share responsibility for the education and support of each identified student. Whether serving their needs due to a disability or providing career and technical training for students enrolled in the Technical schools, each district collaborates for their students’ benefit.

The Partnership Plan Process allows for individualized discussions specific to each of the 22 districts allowing for flexibility, yet standardization for the benefit of students and their families.

Guiding Principles

SSD and Partner District collaborations and joint actions will be guided by the following considerations:

- 2021 Partnership Agreement
 - Category 2: Teaching, Learning, and Accountability which stresses training to both the administration and general education teachers in the Partner District.
 - Category 3: Collaboration or Responsibility and Resources, to monitor and report attendance and participation at IEP meetings. SSD Case managers and SSD District coordinators will exchange this information.
- Identify student needs and identify staffing needs

SSD and the PAC collaboration and joint actions

- Train and educate families as to their rights regarding who is required to attend an IEP and who they may invite

SSD Director and Partner District Liaison will jointly report back to SSD Leadership once a quarter, including confirmation of attendance.

Global Observations

Each Partner District has a process for performing IEPs. The goal of the process is to provide the most effective educational outcome for our students. In some cases, not everyone that needs to be at the table in order to meet this goal is invited/and or attends. Consistent and complete attendance is critical to the success of this process.

Efforts to retain, recruit, hire, and train qualified individuals to meet student needs (i.e., Teachers/Supports/Paraprofessionals) should be examined and improved. The suggested ratio used by SSD (17:1) is not adequate. Alternative ways should be examined to be sure that supports are in place to protect (physically) our delayed learners, in collaboration with the Partner District Liaisons, and Principals.

Background

The 2021 Education Partnership Agreement (EPA) document is the governing document for the 22 individual Partnership Plan Agreements, and mutually applies to SSD and each respective Partner District.

Recommendation 3 – Continuous Improvement

Develop Continuous Improvement (CI) methods to address processes, identify measures, gather data, analyze and publish results, and implement improvements in all areas addressed in the recommendations. These include equity, partnership agreement, career and technical education, post-secondary outcomes, personnel, governance and finances.

Rationale

SSD used the Baldrige methodology to prepare a 2019 submission for the Missouri Quality Award. SSD was awarded the MQA based on that application. The MQA report identified student-centered excellence as a strategic strength that required close attention to the voice of the customer. Surveys deployed by K-12 Insights, the web-based Let's Talk tool, and IEP process were noted as customer-centered approaches.

SSD has now introduced Strategic and Responsive Solutions (SRS) as the new project planning/management protocol for district-level projects. The process involves a time-limited endeavor to develop a solution to address an issue that affects stakeholders. The district developed this protocol to bring together the strong points of different methods and blend them into one seamless, structured approach to planning and implementing projects.

In addition to Process Improvement, Continuous Improvement addresses areas of leadership, customer satisfaction and employee focus.

- Methods to address family and partner district satisfaction may lead to improvement in the district's mission to support and empower students of all learning abilities to excel to their greatest potential.
- A plan to address employee feedback, well-being, and engagement may help to ensure the district employs a knowledgeable, skilled staff.
- A focus on leadership actions, principles and governance may help to fulfill the district's legal, ethical, and societal responsibilities. It is important to ensure that employees, students, families, partner districts and business partners know that leaders consider both external and internal factors in decision-making.

Observations

The district has introduced the SRS protocol to address project improvement. Using a continuous improvement (CI) approach framework may be helpful in addressing specific areas of management, as listed above.

Using a CI model in leadership, customer satisfaction and employee focus to define processes, establish measures, capture and evaluate results, and implement improvements may provide valuable data to the SSD BOE, Governing Council, and PAC.

- CI is an opportunity to influence partner districts and improve joint processes.
- CI measurements will improve communication between SSD and the Partner Districts.
- The use of CI to obtain actionable feedback from families in partner districts may address customer input that is lacking due to the unique structure in St. Louis County.
- CI measurements and outcomes in deploying equity strategies will confirm whether current practices are effective.
- Create and expand a Process Improvement dashboard that is available to all stakeholders.

The district has limited means of obtaining a systematic process for feedback from families in partner districts. Using CI to ensure that family feedback is gathered, analyzed, and acted upon would provide the district an opportunity to address any systemic opportunities for improvement.

Background

In addition to presentations provided by SSD, the PRC reviewed the following documents to address continuous improvement in SSD:

- Missouri Quality Application and Award Report
- Equity Framework, Blueprint for Equity Executive Summary
- Strategic and Responsive Solutions (SRS) Protocol Administrator Training
- Engagement Data Results
- Partnership Agreements, 2019 and 2021-22
- CSIP 2021-22 update and 2022-27 Strategic Plan
- PRC Review and Update to the Governing Council December 7, 2020

Missouri Quality Award (MQA) Applications

The Missouri Quality Award (MQA) is a means of measuring Baldrige principles in an organization, and assessing the level of implementation (the maturity of the organization). The application is quite detailed and exhaustive.

In 2015, SSD prepared and submitted an MQA Application for consideration. After an onsite review, SSD received the state award.

In 2017, SSD prepared and submitted an MQA Application. In 2015 SSD won this award, so was not eligible to receive it again this year. However, SSD wanted to receive feedback based on this evaluation of their progress in implementing Baldrige principles of continuous improvement.

In 2019, SSD prepared and submitted a MQA Application and received the award.

In 2020, SSD introduced Strategic and Responsive Solutions (SRS) as the new project planning/management protocol for district-level projects.

Recommendation 4&9 – Relationships (4) and Communication (9)

Establish specific, planned meetings between families, partner districts, and SSD to improve communication and the exchange of status and information.

The SSD BOE and Partner Districts BOE representatives should meet on a regular basis to provide the SSD Board feedback on SSD services, communication, and priorities.

Families, partner districts, and SSD need to develop a common set of advocacy priorities for use in meetings with public officials and legislators.

Evaluate the effectiveness of communication tools used to engage and seek feedback from stakeholders regarding their experiences with SSD staff, and any suggestions or concerns that they might have.

Recommended Actions

Communication

- Provide quarterly listening sessions for families to communicate with the SSD and Partner District administrators any concerns and/or challenges that allow for the expression of opinions of systemic challenges with SSD personnel in either the SSD school and/or the partnering district school
- Provide timely communications between families and SSD staff members to ensure that the proper SSD personnel have been identified by all pertinent stakeholders (Example: case manager, nurses, paraprofessionals, etc.)
- Provide families copies and further explanation where applicable of all of the following: IEPs, Progress Reports, Re-Evaluation Documents (RED), Manifestation Records, Building Plans and Bus Plans.
- Contact families using email and phone to ensure personable contact, or follow the appropriate steps to ensure the appropriate level of communication has been received with all families.
- Direct casemanagers to provide all pertinent information within the first two weeks of the school year

Governance

- The members of the SSD BOE should conduct at a minimum an annual meeting with all Partner District Board Presidents or their designated representatives. The purpose is to ensure that the SSD and Partners Boards have a planned opportunity to discuss issues, concerns, and priorities.

Advocacy

- Casemanagers are in the best position to advocate for the needs of their students.

The SSD staff at either an SSD or Partner school need to talk directly to families in an effort to understand the systemic challenges that affect their students' daily routines. Many families and/or caregivers are afraid to reach out to express their concerns for fear of retaliation against their child(ren). This creates distrust in the system that exists to serve their students, and with the organization overall.

Rationale/Background

There have been various attempts to address the communication gaps that exist between the various stakeholders of the Special School District of Saint Louis County. In an effort to improve communications SSD has utilized various channels of communications to connect the students, families, staff and partner district personnel. The effects of these attempts have shown improvement over the years but are still lacking in consistency to ensure that all involved parties feel valued and acknowledged.

Let's Talk is one of the channels designed to provide a means of communication to provide feedback to SSD from external parties, and/or SSD staff. The option offers an opportunity to submit a question, comment, suggestion, concern or compliment. The end user has the opportunity to select among numerous topics: trending topics; employee engagement; SSD and Partner District staff and services; and schools, sites and programs. Users have the option to submit their name and/or contact information with any submissions or they can remain anonymous.

The SSD staff at either an SSD or Partner school need to talk directly to families in an effort to understand the systemic challenges that affect their students' daily routines. Many families and/or caregivers are afraid to reach out to express their concerns for fear of retaliation against their child(ren). This creates distrust in the system that exists to serve their students, and with the organization overall.

Observations

The current modes of communication have proven to be ineffective for some families who are calling and emailing their case managers with a lack of consistent response. The Let's Talk is used to report ineffective communication, but in several cases the concern is routed back to the case manager where a difference of opinion can escalate concerns between a family and case manager or assigned SSD staff.

Recommendation 5 – Career and Technical Education (CTE) / North & South Tech

North Tech and South Tech should be recognized and supported by internal and external stakeholders as unique and distinctly different institutions operating within SSD, fulfilling the critical and economically important mission of developing the future workforce of our region by educating and training eligible high school and adult learners, both abled and disabled, in occupations labeled “high-demand” by governmental authorities.

Rationale

North Tech and South Tech constitute a minute percentage of the SSD student population as well as an equally small portion of the total SSD budget. Their primary mission as set up by the state of Missouri after the congressional passage of the Vocational Schools Act of 1963 is to train students to become the future workforce of the region through a hands-on, industry standards-based curriculum taught by DESE certified, industry professionals. Being such a small part of the very large Special School District, it is critical that the tech school's unique mission is called out separately from the other important, yet different mission of the SSD schools. “High-demand” occupations are defined by regional and state workforce development authorities. DESE will only approve career & technical programs at North Tech and South Tech that are considered in “high-demand” by area employers.

In addition, the SSD Tech Schools receive specific funding solely intended for technical high school programming and equipment from federal and state sources. Examples include the federal Perkins V Grant, Vocational Enhancement Grants, CTE Program Improvement Grants, and the CTE Base and Performance Grants. In addition, partner districts contribute 43% of ADA (Average Daily Attendance) state funds per student who attend North Tech or South Tech.

Further, North Tech and South Tech, on a biennial basis, submit to The Office of College and Career Readiness at DESE a required evaluation of six common criteria. These criteria are Programs of Study, Curriculum, Instruction, Assessment, Career and Technical Student Organizations (CTSOs), and Program Management and Planning. This is another unique aspect of the SSD tech schools and further evidence that these schools need to be recognized and supported as distinct school systems.

The following recommended actions are specific to North Tech and South Tech and are not germane to the other SSD schools:

- The SSD Tech schools should be recognized in the SSD data reports as distinct institutions, because of their very different missions as compared to the other SSD schools. Data dealing with staff, equity, placement, achievement or other such data should be displayed separately from the other SSD schools. Separating this data will help all stakeholders more easily understand various trends in each of these distinctly different types of schools.
- North Tech and South Tech should continue to strive to make their schools available to qualified students with and without disabilities. As public high schools, the percentage of students served with disabilities at the SSD Tech schools is a significantly larger percentage than found at any other public non-SSD high school in St. Louis County. Further, students with IEPs completing programs from North Tech and South Tech generally find their career & technical education (CTE) prepares them to be more successful after graduation in area industry and trades apprenticeship programs than those who do not have the CTE educational experience.

- SkillsUSA is the recognized Career and Technical Student Organization (CTSO) for North Tech and South Tech. Data show that student engagement in SkillsUSA has waned over the past few years partly from the pandemic but also from a lack of instructors willing to sponsor the CTSO because of a change in SSD's extra stipend policy. The Public Review Committee of 2021-2022 reminds SSD and North Tech and South Tech that the state of Missouri highly recommends career and technical centers offer their students robust CTSOs that help partner students with direct industry experience, by learning leadership and hands-on skills in a co-curricular environment.
- North Tech and South Tech should develop goals with actionable strategies and steps for successfully recruiting underrepresented and underserved populations for admission in their respective programs. These goals should be measurable and data regarding these goals should be analyzed on a regular basis to ensure progress is achieved.
- North Tech and South Tech should continue to strive to offer the same career & technical educational program opportunities for all qualified students and, should demand not warrant a program at one school, transportation should be offered for students to attend the school where the program is offered.

Recommendation 6 – Conflict Resolution (set aside)

A Conflict Resolution recommendation was listed in the initial set of recommendations developed by the PRC. Based on the group's discussions, this suggested recommendation is set aside.

Conflict Resolution is an important part of communication between SSD representatives, and Partner District representatives. This process is important in providing services to students. The PRC decided that a recommendation was not needed at this time.

Recommendation 7 – Post-Secondary Outcomes

Support the proactive use of the IEP transition process to inform both families and staff of the individual student’s goals and needs to successfully transition from k-12 to post-secondary opportunities/outcomes.

Recommended Actions

- During the annual IEP, assess and revise the transition plan based on student’s current interest, skills and needs to ensure continued progress toward post-secondary success.
- Increase awareness and fully implement the Chartering Life Course process to support students and families in planning for the future.
- Increase efforts to directly communicate information, resources, and program options to families to enable students to prepare for successful transition; improve effectiveness by evaluating and acting upon feedback.

Rationale/Background

During the IEP cycle when a student receiving special education services from SSD reaches age 16, a transition plan is developed as part of the IEP process. The plan outlines the training and supports the student will need as an adult. Transition planning can be discussed earlier and is especially important if the student has significant disabilities.

For some students leaving high school, the need for supports to find employment is minimal. For other students, acquiring and maintaining a job will require various levels of support. Supports may include locating and applying for a job, interviewing or on-site job coaching to learn the job.

Community Based Vocational Instruction (CBVI) programs exist in every high school in St. Louis County and participation is an IEP decision. Students in these programs sample a variety of entry-level jobs to learn general work behaviors and skills. Students receive instruction on job skills, interpersonal skills, and independent living skills.

The Vocational Skills Program (VSP) is for students who have completed four years of high school, but who require extended programming to develop the skills needed for successful employment. Participation is an IEP team decision. Students in VSP no longer attend school but are immersed in the business setting. As the students approach graduation, VSP teachers collaborate with Vocational Rehabilitation and local agencies to transition students into adult employment assistance.

Observations

SSD has a Transition Department dedicated to providing support for successful post-secondary outcomes. Some families reported that they were unaware of the extent of programs and services available to help students gain the skills needed to achieve positive post-secondary outcomes.

While SSD has adopted the “Charting the Life Course” framework to explore the services and supports needed for a successful transition, the district has not fully implemented it across the county.

Recommendation 8 – Personnel

Examine the hiring and retention of the SSD work force, including the interview, training, and review of employees. The interview process should include the timely communication with job candidates.

Establish an annual summary regarding hiring and retention, with an emphasis on equity. Focus on the following metrics: measures of job performance, job retention, as well as reasons for leaving in voluntary resignations.

Employee feedback and job performance evaluations should be used as a means to promote change and improvement in an employee.

Examine the onboarding process of SSD employees at SSD schools and at Partner Schools, and measure client and employee satisfaction.

Review and revise current and new job descriptions considering current industry job board formats to include relevant language and terminology. Use the job description for job board postings, job fairs, and interviews.

Recommended Actions

- Expand the outreach for new candidates.
- Focus on the climate and culture for new employees. Establish a mentor for each new employee.
- Regularly scheduled feedback/discussion sessions should be established. Suggest Quarterly.
- Consider whether salaries are competitive. A number of districts have recently approved an increase in salaries to ensure that all employees are at least making \$15 an hour. <https://www.refinery29.com/en-us/2020/07/9919819/low-wage-workers-in-america-statistics>
- Review and modify, as needed, staff recognition practices.
- Consider partnering with area vendors to offer free or discounted incentives for employees of SSD.
- Review possible benefits for employees, such as staff wellness days, massages, professional development
- Use the results of regular climate surveys to inform both HR and Supervisory actions and supports for the staff.

Rationale

The hiring, training and retention of quality staff is significantly important in Special School District's endeavor to ensure that every child's educational needs are met. The conditions employees work in, as well as the quality of supervision and support matter in retaining highly qualified staff members. This is true for both instructional and non-instructional employees.

Children are negatively impacted, academically, socially and perhaps even emotionally when turnover rates are high and teacher morale is low.

Background

- <https://soeonline.american.edu/blog/teacher-retention>
- <https://hbr.org/1973/07/why-employees-stay>
- <https://www.refinery29.com/en-us/2020/07/9919819/low-wage-workers-in-america-statistics>
- <https://nces.ed.gov/surveys/edscls/questionnaires.asp>
- <https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium>

Recommendation 9 – Communication (refer to Recommendation 4 & 9 combined)

Communication (9) was combined with the Relationship (4) because of their close connections.

Please refer to Recommendation 4&9 – Relationships (4) and Communication (9)

Recommendation 10 – Governance

Improve the effective communication of the SSD Governing Council (GC), Parent Advisory Council (PAC), and the SSD Board of Education (BOE) by creating opportunities for these organizations to meet and exchange information on a regular basis.

Recommended Actions

- **Establish a Leadership Council**. Establish a seven (7) person team chaired by the SSD Superintendent and two (2) representatives from each of the three governing teams: SSD BOE, SSD GC, and PAC. The team would meet at least four (4) times a year to develop a common understanding of each other’s work, and to share information about their efforts.
- **Increase the number of Governing Council Meetings**. The Governing Council should consider whether four (4) meetings a year is sufficient to conduct their business. Consideration should be to expand up to six (6) meetings a year.
- **Coordinated Advocacy Plan**. A coordinated Advocacy plan should be established by the leadership council for use by SSD and the Partner Districts.
- **Governing Council Member Requirements**. The Governing Council should review the requirements for partner district representatives. There is a growing tendency for first-year board members to be assigned to the Governing Council. It is recommended that only partner board members with at least 1 year of local board experience be assigned to the Governing Council.
- **Communication between teams**. With the Governing Council representing all St. Louis County school district, it is suggested that the Board of Education and the Parent Advisory Council provide periodic updates to the Governing Council during their regularly scheduled meetings.

Rationale

Each of these three organizations have different roles in the governance of the Special School District. What is lacking is a planned and organized process were these three organizations regularly meet and exchange information. The recommended steps will create a venue for governance conversations among the three governing groups, and take steps to upgrade the governing capacity of the Governing Council.

Observations

- Establishing a PAC in each Partner District is making progress, but not all districts have a PAC.
- Soliciting good candidates for the SSD BOE, and as leaders in the Governing Council and PAC is a constant struggle.
- Continued use of Zoom access to meetings along with recordings of governing meetings will help provide access for members of the community.
- Information sent by any one of the governing teams should be also include a bcc: to the leaders of the other governing teams.
- Partnership Agreement continues to improve. Changes in governance requirements and opportunities should be included in the next revision to the agreement.

Recommendation 11 – Finances

Continue the process used to ensure the SSD Board of Education (BOE) and the Governing Council (GC) have a sound understanding of the assumptions and methodology used to create the annual SSD Budget for approval.

Continue to improve the financial quality and integrity associated with the budget by conducting annual reviews of the SSD operating budget by the BOE and GC, and by external Auditors.

Continue to develop 5-year strategic projections of revenue, expenses, program expenditures, and balances.

Recommended Actions

- Define and establish a master set of metrics and measurements to be used for resource allocation.
- Include Equity considerations in the resource allocation process.
- Allocate funding for personnel to meet established metrics and measurement.
- Ensure Tier definitions and Tier allocation processes are consistent with the master set of metrics and measurements.
- Identify the impact of the state fully-funded transportation.
- Based upon current budget balance trends, set minimum and optimum levels for budget balances.

Rationale

No Finance recommendation was suggested until the 2018 Report. It focused on budget balances, transportation reimbursement, equity, and teacher mobility.

The Budget report should focus on the budgeting and resource allocation processes to ensure that taxpayer-provided funding is used as effectively and efficiently as possible. To achieve this, the governing bodies need to have a better understanding of the process.

4. STATUS of 2017 PRC's RECOMMENDATIONS

The 2021 PRC reviewed the recommendations of the 2017 PRC and believes significant progress has been made by SSD in implementation of the majority of recommendations. We also recognize that continued efforts will be required on an ongoing basis.

The Status information listed under each 2017 PRC Recommendation was provided in a 2017 PRC Recommendation Status report made to the 2021 PRC by Ms. Wendi Pendergrass, who serves as the Chief Academic Officer for the Special School District.

Recommendation 1 – Equity

The Public Review Committee (PRC) recommends that the eight (8) Recommendations from the 2017 Equity Study II should be implemented, and that the eight (8) Objectives in the SSD Blueprint for Equity document should also be implemented. The PRC has seen Equity as one transcending theme that has remained constant throughout the extensive research and interviews conducted during the 2017-2018 effort. Equity touches each of the recommendations made by the 2018 PRC, and the focus areas associated with each recommendation

Status

- ▶ New Director of Equity position established 2020-2021
- ▶ Equity definition is being finalized with the board of education in January 2021
- ▶ We do not currently have a board policy regarding equity, we are focused on the definition/statement and framework at this time.
- ▶ We examine expenditure patterns as well as staffing patterns regularly and make adjustments accordingly
- ▶ We continue to work with partner districts on sharing of student data and have a project team in place to explore a student achievement dashboard to help inform decisions
- ▶ We continually work to improve our partnership plans to ensure accountability within our Partner Districts
- ▶ We continue to work on defining and supporting the role of the area coordinator to ensure collaboration within the Partner District-part of this work has included the development of integrated tiered models of support for literacy, numeracy and social-emotional learning
- ▶ We are working to embed professional learning within each school to support best practices in Special Education
- ▶ We have a CISP goal 2 Workforce Excellence that is committed to recruitment and retention of our staff.

Recommendation 2 – Partnership Agreement (PA)

Review and revise the current Partnership Agreement to evaluate progress and establish equity in the dissemination, implementation, and accountability requirements of the Agreement.

Status

- ▶ Partnership Agreements were revised during the 2019-20 School Year. The recommendations came from a committee that was comprised of Superintendents, Partner District Liaisons and Directors of Special Education from Special School District.
- ▶ The updated Partnership Agreement is a collaborative model that includes expectations for SSD and partner districts and our commitment to meet the educational needs of all students.
- ▶ Directors and Partner District Liaisons will work collaboratively to review the agreement annually; complete the assessment/evaluation; and to identify strengths, practices and actions (Teams including partner district liaisons, directors and SSD central office administration has met this summer to review and update agreement. A presentation will then be completed at all partner district board meetings to review new plan)
- ▶ The Executive Director of Partner Districts will review and monitor progress quarterly with each Partner District Director/Special Education Coordinators and Liaisons

Recommendation 3 – Partnership Agreement (Technology and Data Sharing)

Review and revise the current Partnership Agreement to require a minimum set of functions to be established and measured as part of the agreement. The minimum set would include function 6 (data), function 8 (technology), function 1 (staffing) and function 2 (professional development).

Status

- ▶ Districts are working together to share data and will continue to explore options to make sure this practice continues
- ▶ SSD and Partner Districts collaborated to distribute: # of computers to staff and students
- ▶ Integrated System of Support tiered model-we have worked with partner districts to capture instructional materials and assessments that we are using both in general education and special education. These are posted on our website.
- ▶ SSD has identified best practice professional development for the special education teachers and paraprofessionals

Recommendation 4 – Continuous Improvement (CI)

Improve the use of the Baldrige methodology for process improvement by including SSD and Partner District measures that are added to the Partnership Agreement, or any processes used in common by SSD and the Partner Districts.

Status

- ▶ SSD participated in the Missouri Quality Award process and won in 2019.
- ▶ We are using Continuous Process Tools to review progress in the Partnership Agreements.
- ▶ We continue to focus on Continuous Improvement as part of our new teacher induction program
- ▶ The SSD Board of Education is in the process of identifying their 5 year strategic plan: Vision, Mission, Core Values and Goals

Recommendation 5 – Customer Satisfaction Surveys

Use the Continuous Improvement (CI) process to measure Customer Satisfaction improvement results, using regularly scheduled scientific surveys including the Voice of the SSD Customer, Voice of the Partner District Customer, SSD employee Voice, and Community Voice surveys. Results from these surveys should be shared with the SSD stakeholders.

Status

- ▶ SSD Customer -Climate Survey conducted each spring
- ▶ SSD Employee -Engagement conducted each fall
- ▶ “Let’s Talk” is available on our website for staff and families
- ▶ Results have been published on the Voice of Customer page of our website

Recommendation 6 – Parent Education and Diversity Awareness (PEDA)

Expand the Parent Education and Diversity Awareness (PEDA) department to support the growing needs of families and the communities in which they serve.

Status

- ▶ We are developing supports and collaborative relationships with SSD family engagement, the Transition department, and the Director of Equity office.
- ▶ We are providing leadership and support to St. Louis County Agency Collaboration Efforts with quarterly meetings.
- ▶ Provides support to the Parent Advisory Council
- ▶ We are transforming PEDA focus from accessible family education to direct family and staff engagement.

Recommendation 7 – Conflict Resolution

Establish an ongoing Quality Assurance (Compliance) Committee to address transparency, awareness, and evaluate the effectiveness of the complaint and resolution process between families, SSD, and Partner Districts as applicable, as outlined in current SSD Board policy.

Status

- ▶ Special Education Process Committee: review any important file review findings, new communications on compliance from the state create and distribute necessary process improvements to staff.
- ▶ Director of Legal Service and Compliance: She reviews, prepares, and discusses complaints and resolution outcomes with administrative staff.
- ▶ We will be embedding more monitoring into the daily routines of the leadership staff

Recommendation 8 – Career and Technical Education (CTE)

The regional discussion SSD has hosted around CTE programming should continue with SSD serving as the initiator and leader of the discussion.

Status

- ▶ Developed Partner District Advisory (meets quarterly)
- ▶ One representative from each partner district
- ▶ Goals: Align programming, share data, increase communication and expand student opportunities
- ▶ Fox & Windsor MOUs

Recommendation 9 – Career and Technical Education (CTE)

SSD should provide additional funding for CTE programs throughout St. Louis County.

Status

Aligned funding to SSD's CTE mission. Provide relevant high quality technical education to prepare and inspire every student to succeed.

- ▶ Ended athletics program at North Tech and phasing out full day program
- ▶ Eliminated stipends that are not related to CTE
- ▶ Expanding programming at North & South Tech
 - ▶ Academic integrations
 - ▶ Added: Design & Entrepreneurship and Hospitality Business & Entrepreneurship
 - ▶ Expanded: Automotive Technology and Construction

Recommendation 10 – Teacher/Paraprofessional Recruitment and Retention

Improve the recruitment and retention initiatives to attract and retain highly qualified teachers and paraprofessionals.

Status

- ▶ Strategic placement of print advertising and an increased social media presence
- ▶ Virtual college and university job fairs
- ▶ Expanding relationships with universities through applicant seminars and Zoom calls
- ▶ Employee listening visits
- ▶ Staff centered problem solving-How can we make life easier for staff?
- ▶ Using Joint Resolutions to improve staff working conditions
- ▶ Increase paraprofessional starting pay from \$15.35 to 15.85
- ▶ Paraprofessional learning for induction into district
- ▶ Developing Paraprofessional Academy

* SSD had 0 teacher vacancies at the beginning of the 2020-21 school year

Recommendation 11 – Improve Communication

Improve the current SSD Communication Strategy to identify information that is to be shared with appropriate stakeholders. The strategy will identify measures of effective two-way communication between SSD, and the families of students receiving services at SSD Schools and in Partner Districts Schools, and all SSD teachers, and staff (SSD Schools and those assigned to Partner Districts) and the St. Louis County community at large.

Status

- ▶ Revamp of the districts websites with direct links tying Partner Districts websites with our website.
- ▶ Board meetings are live streamed and recorded via YouTube creating greater access to Board actions and information. Along with interpreting services.
- ▶ Monthly communication newsletters are sent to staff and families to discuss recent information, celebrations, issues, and trends.
- ▶ The Let's Talk portal on the SSD website allows families and staff to share comments/concerns and ask questions of District leadership.
- ▶ Post Board agendas on Facebook ahead of the meetings

Recommendation 12 – Governance

Improve the effective communication of the SSD Board of Education (BOE), SSD Governing Council (GC) and Parent Advisory Council (PAC) by conducting a joint orientation of all three (3) groups prior to the June GC meeting.

Status

- ▶ District orientation processes have been reviewed and presentations have been created and completed to all groups.
- ▶ District administration meets monthly to review topics for family workshops, brainstorm collaboration opportunities, and answer questions about trending topics.

Recommendation 13 – Finances

Special School District will use Zero-Based Budgeting to plan the expenditures for the annual operating budget. The Board of Education and Governing Council will continue to approve and review the operating budget. As required by state statute, SSD will engage annually with an external auditing firm to ensure financial integrity. SSD will continue the current process used to establish long-term financial projections for revenue, expenses and future program funding requests.

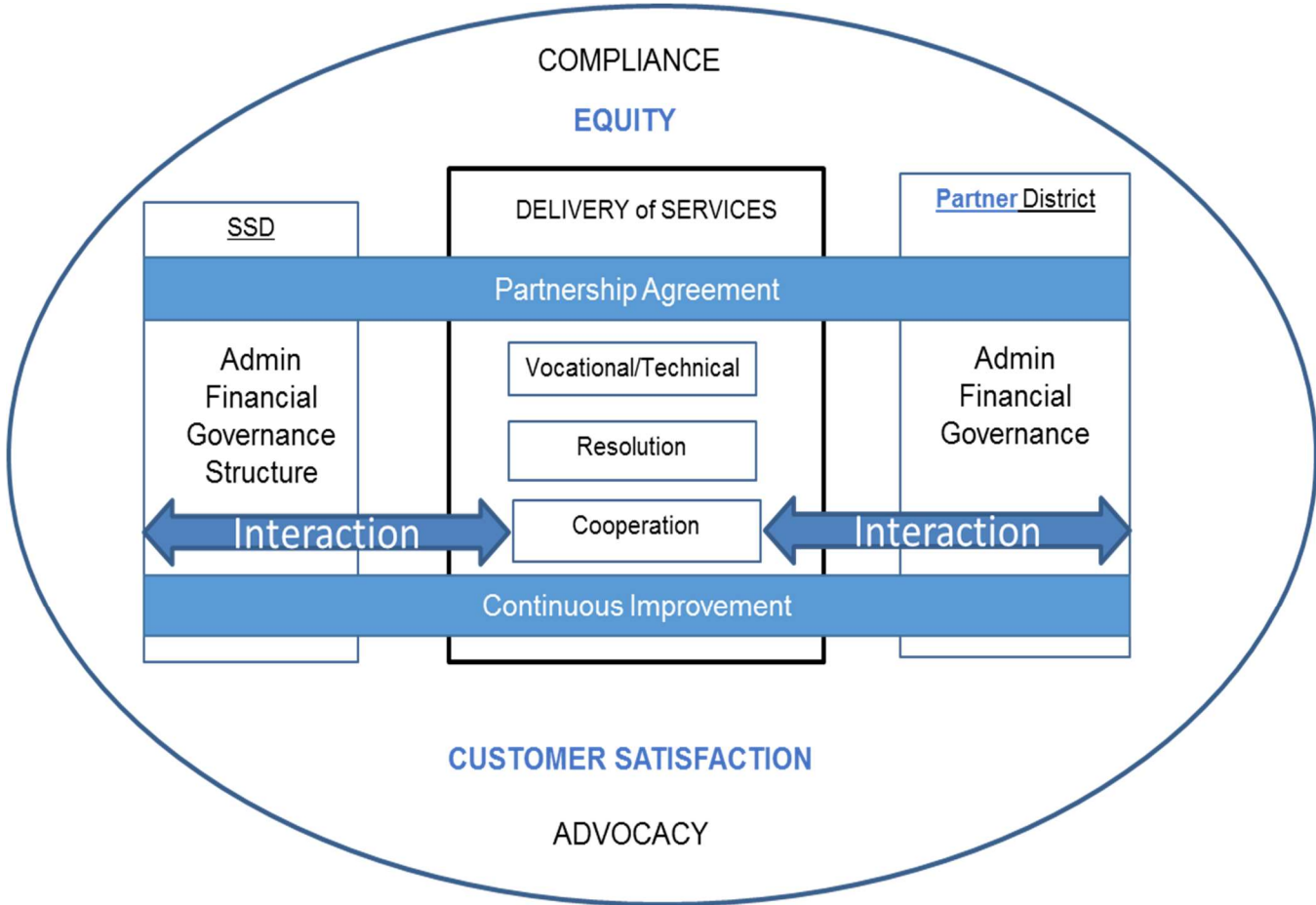
Status

- ▶ SSD continues to have a strong tax base. Because of the strong tax base, the SSD Board of Education approved the FY21 budget with a projected deficit of \$20 million dollars or approximately 4.17%.
- ▶ SSD was able to increase salaries for the year and continue with the 5 year Capital Improvement Projects.
- ▶ SSD continues to offer an excellent benefit package for staff and families.
- ▶ FY22 deficit spend of 10 million or 2%.

5. OBSERVATION – Significant Changes Since the 2017 PRC

This is the working model developed during the 2017 PRC’s discussions.

2017 PRC MODEL

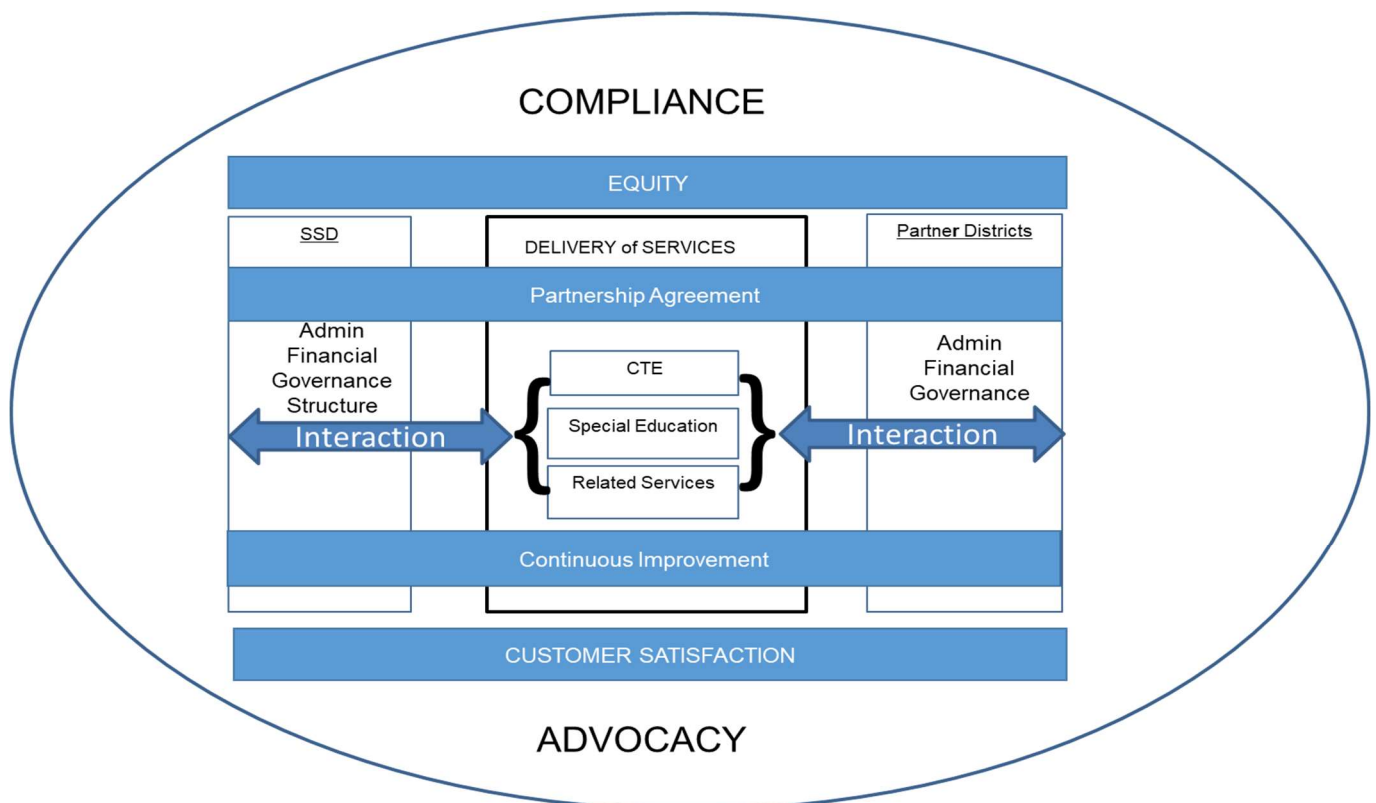


2021 PRC MODEL

This is the model that reflect the change in emphasis during the 2021 PRC effort.

Based on the PRC's review of documents and discussions with SSD subject matter experts, five (5) changes were identified and have been added to the 2017 PRC Model.

1. Under DELIVERY OF SERVICES, the three (3) main services are listed:
 - CTE (Career and Technical Education)
 - Special Education instruction
 - Related Services to support Special Education instruction
2. The INTERACTION arrows who that SSD and the Partner Districts work together to provide the Delivery of Services to students.
3. COMPLIANCE and ADVOCACY were increased in size to show their importance to the entire process.
4. EQUITY was changed to become a Capstone to the roles of SSD, Delivery of Services, and the Partner Districts. As a capstone, the importance of EQUITY in all decision making is emphasized.
5. CUSTOMER SATISFACTION was changed to be directly related to the customer perceptions and experiences from SSD, Delivery of Services, and the Partner District. The purpose is to show that all of these groups directly impact the customers experience with SSD and the Partner Districts.



6. 2021 PRC REVIEW PROCESS

The purpose of this section is to share the process by which the 2021 PRC arrived at the recommendations and observations put forth in report.

Given the number of students SSD serves throughout St. Louis County, the fact that SSD's budget reflects the largest taxpayer support for a school district in the state of Missouri, and given the uniqueness of the Partner District (22) relationship, it was important that our recommendations should be value-added, attainable, specific, and measurable.

APPROACH & METHODOLOGY

The 2021 PRC began its work by first reviewing the 2017 PRC's report and recommendations, along with a status update of those recommendations. The 2021 PRC's assessment of the 2017 PRC's recommendations can be found in the "Status of the 2017 PRC's Recommendations" section of this report.

Additionally, the PRC reviewed the history of the Special District since the 1990s, remarking on the progress made since then and the positive impact of the Baldrige process

During the 2021 team's research and discussion, we found that there was more information, including specific research and studies concerning the functioning of SSD, available to us than existed for the 2017 PRC to review.

The 2021 PRC held 20 meetings between August 2021 and June 2022. We also met with or visited 5 organizations to learn more about their perceptions and issues (listed in Attachment 2).

We requested and were provided 13 presentations (listed Attachment 1).

The Final Report was reviewed with SSD Leadership on June 22, 2022. Presentations were made to the SSD BOE on June 28, 2022, and the SSD Governing Council on September 19, 2022.

The 2021 PRC drafted a set of eleven recommendations. One of them was set aside, and two of them were combined. All eleven ideas were used to organize our thoughts on what we had seen and heard. Our main focus was on these items.

1. Equity of Services and Personnel. This was an overarching point of emphasis.
2. The working relationship between SSD and Partner Districts at all levels
3. The IEP Process
4. Implementation of the IEP
5. Professional Development of SSD and General Education Staff
6. Supporting and educating families so that they can become better advocates for their children
7. The challenge of SSD being such a large school district, encompassing a huge geographical area and having to coordinate with 22 different school districts

Overarching themes from our study began to emerge. Discussions often came back to equity, cooperation with Partner Districts, delivery of services (including CTE), communication, conflict resolution, customer satisfaction, data sharing, compliance, continuous improvement, the impact of the Parent and Family Community Education department (PACE), finances and the distribution of resources, and SSD's role as an advocate.

Individuals from the Committee wrote summaries regarding these themes and reported back to the group. It was at this point we started to focus in on specific recommendations in these areas. As was the determination of the 2018 PRC, we created a report that focused on grouping recommendations that would strengthen the relationships and cooperation between SSD and Partner Districts.

It is the assertion of this PRC that all eleven functional areas documented by the 2021 PRC are interrelated and that Equity, the Partnership Agreement and the Continuous Improvement process are the most visible vehicles by which positive change and better outcomes for students served by SSD can be achieved. Strengthening the day to day relationships (at all levels) with the Partner Districts should lead to an increase in the quality of services delivered, as well as promote inclusion and understanding, and equity for all students served by SSD. As part of this process key process indicators (KPIs) must be identified, measured, and evaluated regularly by both SSD and Partner District leadership.

7. ACKNOWLEDGEMENTS

Over the past ten months the PRC met with several individuals and groups to gather information about SSD and its relationships with various partner organizations and with the Partner districts it serves. We appreciate the time all of these individuals and groups have given to assist us in understanding various aspects of SSD.

Resiliency of the PRC team and the SSD staff in conducting this review.

It is also only appropriate to extend our most sincere thanks to Rita Boughan, who has served as our teammate and handled logistics throughout the PRC process. She is a consummate professional, and we could not have completed our task without her support.

8. ATTACHMENTS

ATTACHMENT 1: 2021 PRC DOCUMENTS REVIEWED 2021-2022

DATE REVIEWED	DOCUMENT NAME
8/26/2021	Welcome and Update, Ms. Wendi Pendergrass - Chief Academic Officer Strategic Plan Update, Paul Bauer, Ed D
11/15/2021	Strategic Plan and Comprehensive School Improvement Plan Dr. Mollie Bolton, Executive Director of Teaching, Learning and Accountability
11/15/2021	Partnership Agreement Chaketa Mack-Riddle - Executive Director Partner Districts
11/29/2021 11/29/2021	5 Year Equity Plan Update, Dr. Michael Maclin - Director of Equity Career and Technical Education Overview Kevin Andert - Executive Director, Career and Technical Education and College and Career Readiness
12/7/2021 12/7/2021	Human Resources, Dan Kelly - Human Resources Director Employee Engagement, Jennifer Henry - Executive Director of Communications
1/3/2022	SSD Parent Education And Diversity Awareness (PEDA) [Note: PEDA has been renamed to FACE – Family and Community Engagement] LaTrisa Morgan, MA - Student Support Service Administrator
1/31/2022	SSD Local Compliance Plan and General Assurance Document, Susan Henry - Director of Compliance
1/31/2022	Transition Services, Casey Wisdom - Director of Transition Services
2/7/2022	COVID-19 Impact on SSD, Ms. Wendi Pendergrass - Chief Academic Officer of Schools and Programs
2/23/2022	Budget Presentation, Dr. Jeff Haug - Chief Operations Officer

ATTACHMENT 2: LIST OF 2021 PRC MEETINGS 2021-2022

August 26, 2021: Meeting

Introduction

September 20, 2021: Meeting

Meeting Norms, List of requested Presentations

October 4, 2021: Meeting

Finalize Presentation List

October 20, 2021: Meeting

Organization Discussion

November 15, 2021: Meeting

Presentations: CSIP, Partnership Agreement

November 29, 2021: Meeting

Presentations: Equity, Career and Technical Education (CTE)

November 30, 2021: Visit North Tech

December 7, 2021: Meeting

Presentations: Human Resources, Engagement Survey

December 9, 2021: Visit North Tech

January 3, 2022: Meeting

Presentation: PED A [Note: PED A has been renamed to FACE – Family and Community Engagement]

January 12, 2022: PAC Meeting: PRC attended

January 31, 2022: Zoom Meeting

Presentations: Compliance, Vocational Skills (VSP)

February 7, 2022: Zoom Meeting:

Presentation: COVID Impact

February 8, 2022: SSD Board Working Session: PRC met with BOE

February 23, 2022: Zoom Meeting:

Presentation: Budget

February 25, 2022: Meeting with SSD Superintendents

March 7, 2022: Governing Council Zoom Meeting

March 15, 2022: Meeting

Planning for Recommendations, Report format

ATTACHMENT 2: List of 2021 PRC Meetings 2021-2022 (continued)

March 29, 2022: Meeting

Planning for Recommendations, Report format

April 4, 2022: Meeting

Planning for Recommendations, Report format

April 13, 2022: Zoom Session with PAC

Solicit Feedback from small groups

April 18, 2022: Meeting

Reviewed request HR reports

Established subcommittees to draft recommendations

May 2, 2022: Meeting

Discuss writing the report

May 16, 2022: Meeting

Reviewed 5 Recommendations: Equity, Continuous Improvement, CTE, Governance, and Finances

May 23, 2022: Meeting

Schedule: review of other 5 recommendations (recommendation 4 & 9 blended together)

June 7, 2022: Meeting

Final recommendation review

June 13, 2022: Meeting

Final Report Review

June 22, 2022: Meeting

Review Final document with Dr. Keenan and Ms. Pendergrass

June 28, 2022: Review

Present Final Report to SSD Board of Education

September 19, 2022: Review

Present Final Report to Governing Council

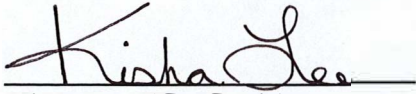
9. ADOPTION OF THE REPORT

This Report adopted this 28th day of June 2022

COMMITTEE MEMBERS

Of

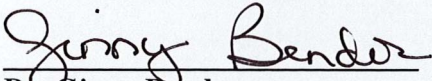
The 2021 Public Review Committee of Special School District (St. Louis County)



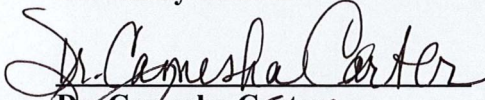
Kisha Lee (Co-Chair)



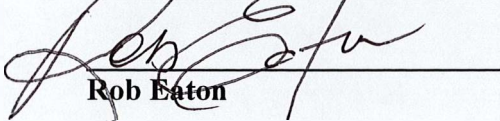
Larry Felton (Co-Chair)



Dr. Ginny Bender



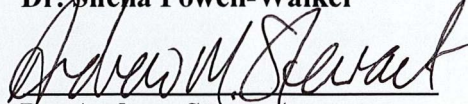
Dr. Camesha Carter



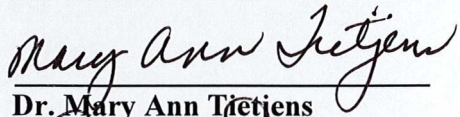
Rob Eaton



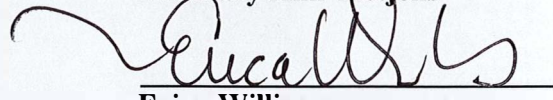
Dr. Sheila Powell-Walker



Dr. Andrew Stewart



Dr. Mary Ann Tietjens



Erica Williams