

**REPORT**  
**of the**  
**PUBLIC REVIEW COMMITTEE**

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

**July 2018**

**COMMITTEE MEMBERS**

Christina Blankenship (Co-Chair)	Dr. Tina Hamilton	Kisha Lee
Larry Felton (Co-Chair)	Dr. Craig Larson	Jennifer Miller
Dr. Donette Green	Veronica Leach	Dr. Brenda Youngblood

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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 sixth one, was constituted in 2017, 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 handicapped and severely handicapped children, 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, 2018 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 Sixth 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.

### **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.

### **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.

### **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).

### **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.

### **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.

### **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.

### **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 parents/legal guardians, SSD, and Partner Districts as applicable, as outlined in current SSD Board policy.

### **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.

### **Recommendation 9 – Career and Technical Education (CTE)**

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

### **Recommendation 10 – Teacher/Paraprofessional Recruitment and Retention**

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

### **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 parents/legal guardians 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.

## **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.

## **Recommendation 13 – Finances**

Continue the current approach used to plan the annual SSD operating budget, BOE and GC approval of the SSD operating budget, and external Audits to ensure financial integrity. This also includes the process used to establish long-term financial projections for revenue, expenses and future program funding requests.

A summary of the PRC's goals, findings and our recommendations follows. To examine the full report and its supporting documentation, you can visit <http://www.ssdmo.org/prc.html>, 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.

# 1. INTRODUCTION

Pursuant to Section 162.858, Revised Statutes of Missouri, the following members of the sixth Public Review Committee (PRC) for the Special School District of St. Louis County (SSD) were appointed by the indicated entities in 2017:

## PRC Membership

<u>Parental Advisory Committee</u>	<u>Governing Council</u>	<u>Department of Elementary and Secondary Education</u>
Christina Blankenship (Co-Chair)	Kisha Lee	Larry Felton (Co-chair)
Dr. Tina Hamilton	Jennifer Miller	Dr. Donette Green
Veronica Leach	Dr. Brenda Youngblood	Dr. Craig Larson

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 special needs and severely special needs children, and
- 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.”

Note: 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.

This report summarizes the work and findings of the Sixth 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 lead to the 1996 legislation cited above.

While SSD, through the Baldrige process, continues to work to improve its self-monitoring and performance, the consensus among members of the sixth 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 on 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.

Please note that while Career and Technical Education (CTE) would typically fall under “Delivery of Service”, prior PRC committees and this PRC have decided to address it as a ninth area due to the unique nature and importance of the CTE mandate in St. Louis County.

Based on those assumptions, the 2018 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 its relationships with the Partner districts.
- 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 2014 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. PRC 2018 RECOMMENDATIONS

The following thirteen (13) recommendations are offered as a summary of the 2018 PRC's study 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.

#### **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.**

#### **Global Observation**

Equity does not mean equal and is not meant to infer the same for everyone. Equity considerations should be a universal factor in resource allocation and decision making throughout all deliveries of services and cooperation with SSD administration, partner districts and/or community partners.

#### **Guiding Principles**

- SSD will ensure that the delivery of all services to students, which includes the distribution of teachers, staff and administrators utilized for the implementation of services, are distributed in an equitable manner to meet the needs of all students receiving any level of services from SSD whether in a partner school district or within a SSD school. This includes the total number of staff members deployed, their educational attainment, teaching years and overall work history. SSD will continue to work with current teachers and staff, research additional programs and possible incentives to retain a qualified workforce charged to educate our most vulnerable population of students.
- This equitable distribution of resources shall transcend the race, ethnicity, gender, sexual orientation, physical ability, and mental ability of any and all students being served. SSD Administration will ensure that the barriers of geographic location and/or the perception of less favorable communities throughout Saint Louis County are never a determinant in the availability, eligibility or delivery of the high quality resources provided by SSD.
- SSD will ensure that both the current and any future expansion of CTE programs delivered and/or funded will include equitable options for professional careers across the span of Saint Louis County including North Technical High School and South Technical High School. Any additional future planning for CTE programs shall include opportunities for students with an IEP who are receiving some other level of service from SSD to participate.



## **Rationale**

The guidance for the administration of special education services for students receiving special education services are still led by the Individuals with Disabilities Education Act (IDEA) of 1975, resulting in a common understanding of what constitutes a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). These requirements are standards in public education, especially as it related to special education.

Many of these recommendations have been identified in the Special School District of Saint Louis County Equity Study of 2014. However, it is important to reiterate these recommendations as part of the 2018 Public Review Committee's Global Recommendations to Special School District. Collaboration between SSD and the various partner districts can strengthen the relationships needed to foster positive outcomes for all students and families receiving any level of services from SSD. Although outlined in the Partnership Agreement, the proprietorship often resides with SSD.

## **Recommendation 2 – Partnership Agreement**

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

### **Rationale**

Reviewing and revising the current Partnership Agreement, which addresses the mutual expectations of the SSD and partner school districts, is essential to SSD's efforts and its progress toward improving the quality of services rendered to its students and other customers. A committee made up of SSD and partner district members, including representation from all areas of the county, would help to ensure equity in the final product. Areas for improvement to be considered include developing a plan for equitable dissemination of information and implementation of the agreement, and developing particular "non-negotiables" that must be implemented countywide. The 2018 PRC believes key members in the partner school districts, such as a Governing Council Member, the School Board President, and/or the District Superintendent should sign the Partnership Agreement annually to ensure knowledge of and commitment to the progress toward the mutual expectations of the Agreement.

### **Considerations**

- Annual or bi-annual review of each partner districts' progress and develop action steps as needed
- Review committee made up of SSD and partner district members with a focus on equal representation countywide
- Create process of dissemination of information and implementation countywide

### 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).

#### Rationale

Common technologies between SSD and the Partner Districts are needed so that SSD and local General Education staff can enter systems that are needed to support their work. There also needs to be a common understanding of the information (data) that must be exchanged by these systems to ensure work is completed accurately and effectively. As part of the SSD Continuous Improvement (CI) effort, establish technology sharing and data sharing metrics which could also be used in the Partnership Agreement to track and measure the positive effect of implementing technology and data sharing principles.

To expedite the convergence of shared technology and common definition of the data (data sharing) are needed by SSD and local General Education staff, the priority of technology and data sharing needs to be raised in the Partnership Agreement so that all districts are working to this solution together.

Recommendation 6 from the 2014 PRC report focused on the need to establish agreement and procedures that permit the systematic and timely sharing of necessary data kept in the respective student information system. Three limitations were noted:

- 22 Partner Districts and SSD maintain separate student information systems that are not easily sharable.
- Data extracts are used to support district state level reporting
- SSD/General Ed access to each other's data not provided

The Partnership Agreement (Recommendation 2) from the 2014 PRC is referenced as a vehicle where these data sharing improvements could be made.

The Partnership Agreement document was accepted by 22 partner districts and consists of 10 categories.

- |                           |                                  |                    |
|---------------------------|----------------------------------|--------------------|
| (1) Staffing [11]         | (4) Student Services [11]        | (8) Technology [0] |
| (2) Prof Development [12] | (5) Continuous Improvement [1]   | (9) Space [3]      |
| (3) Responsibilities [4]  | (6) Student data, technology [3] | (10) CTE [5]       |
|                           | (7) Transportation [2]           |                    |

Partner districts had a choice of what to implement. The number in brackets is the number of partner districts that chose that category. To effect a change in current islands of data and technology, these 4 areas should be emphasized in the Partnership Agreement.

#### Observations

- Communication. Improvements in the availability, accuracy, and timeliness of information would improve the content of effectiveness of the communication strategies of SSD and the partner districts.
- Social Media. Associated with a communications strategy, is the selection of computer applications that are easily accessed by parents using desktop, laptop, tablet and mobile device technologies. Improving the information provided will have a positive impact on parent/community awareness and knowledge.

## **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.**

### Rationale

There is a strong history of SSD using the Baldrige model to implement a continuous improvement strategy of measurement and process improvement.

- In the 2010 Report, the ADMIN section recommendation commend SSD for working with the Baldrige model and recommended that it be continued and fully implemented.
- In the 2014 Report, Recommendation 7 focused on Baldrige Performance Excellence. It recommended continued use of the Baldrige Performance Excellence approach for continuous improvement within SSD and with the component districts when collaborating on service improvement efforts.
- Missouri Quality Award (MQA) applications for 2015 and 2017 demonstrate the improvement in the CI process being used by SSD. The feedback reports from each application provide insight into further improvements that can be made. SSD should be encouraged to continue these bi-annual MQA applications.

### Observations

- CI provides a method to define processes, establish measures, capture results, evaluate results, and make corrective actions as needed.
- CI is an opportunity to influence partner districts and improve joint processes.
- CI measurements will improve communication between SSD and the Partner Districts.
- The results of CI, specifically the strategic measures, provide valuable data and guidance to the Governing Council and the SSD BOE.
- The results of CI, specifically the measures of customer service, provide valuable data and guidance to the PAC.

### Background

There were three other 2014 documents that we reviewed, that highlighted the need for process improvement.

- MQA Feedback report
- Gibson study
- Equity task force report

## 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.

## **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.**

### **Rationale**

The 2010 PCR commissioned a scientific survey showed range of 80-94% approval by parents of SSD, with a range of 4-8% disapproval.

The 2014 PCR commissioned a survey, but the results did not seem to indicate that this was a scientifically sound survey.

The 2017 Parent Survey (3/7/2017) was a scientific survey and indicated an 85% level of satisfaction.

### **Observations**

- While SSD currently surveys its parents in both the SSD Schools and the Partner Districts in regards to the IEP Process, Evaluation Process, and ESY, there is not an overarching annual satisfaction survey that is targeted at all of the parents/legal guardians of students who receive services from Special School District. The ability to have timely and meaningful data is critical to evaluate the effectiveness of continuous improvement strategies and inform the District's decision making in regards to policy, best practices, training, staffing, etc.
- It would be beneficial if survey results data was delineated by: Partner District or SSD School, Race, Gender, grade level, primary disability, and level of service (how many minutes they receive). Additionally, the survey results should be shared with SSD Board of Education, the Governing Council, and SSD PAC.
- Using 2017 Parent and Voice of the Customer results, take action to raise parent satisfaction to 90%.
- Incorporate Survey metrics (Customer satisfaction and Voice of the Customer measures) in the Partnership Agreement. Publish a schedule of when surveys will be conducted as part of the CI effort.
- Measurement of staff/partner perceptions is difficult. Partner District teachers, staff and Administrators should be surveyed.
- Area Coordinator/Principal relations vital to success; a move to a proactive service-oriented structure would be helpful. SSD staff/Partner District general education staffs need to be a cohesive team.
- An expanded Communication Strategy would more effectively provide survey results to SSD as an organization, to the Governing Council (GC), the Board of Education (BOE) and the Parent's Advisory Council (PAC).
- Examine the approach used to provide parents/legal guardians of students that receive services from SSD with SSD process information as part of the IEP process.

## **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.**

### **Rationale**

Interviews with stakeholders (parents/staff/administration), as well as PEDA intake data indicates that parents/students have a more positive experience with SSD and better outcomes as a result of their contact with the PEDA department (calls/emails/borrowing resources/workshops). In order to support the increasing demands and needs of the department it would be appropriate to increase the allocation of resources.

We encourage the SSD Board to discuss ways in which additional resources may be made available to support this expansion without having to decrease funding in other areas. Any campaign to raise additional funds could be an important opportunity to engage parents and educate the community regarding the importance of high quality and equitable Special Education services and Parent Education and Diversity Awareness in the county.

Additionally, SSD should consider creating a position on the Superintendent’s cabinet for PEDA. The parent/school relationship and perspective is a critical one when considering the effectiveness of strategies and processes in the delivery of services to students across St. Louis County

The additional funds and resources could be utilized to:

- Respond to the large volume of parent/community inquiries (phone/email/drop in).
- Support the new “Point of Contact” initiative which proactively reaches out to guide parents who are going through the evaluation/IEP Process.
- Increase outreach/professional learning opportunities at SSD and Partner District Schools (Gen Ed and Special Ed), including but not limited to the importance of effective home/school communication and collaboration.
- Continue to increase awareness of Department initiatives and evaluate their effectiveness.
- Continue to remain effective Leaders/Participants on various committees within SSD.
- Continue to effectively network on behalf of students/families with county, state, and national agencies and organizations.
- Continue to participate in various specialized professional development, conferences, and workshops on the state, local, and national level.
- Support the development, as well as sustain local PACs in the Partner Districts.
- Increase the reach of the Parent Leadership Institute to underrepresented areas of the county.
- Support the recruitment and retention of members of the SSD PAC. SSD Administration, including the BOE and Governing Council should continue to work with and support the SSD PAC to ensure that it is, to the fullest measure possible, functioning according to the legislative mandate. The current SSD Administration and the SSD PAC Executive Committee for the past three years should be credited for their efforts.
- Continue to educate parents/guardians and members of the community regarding the variety of special education and related services and resources available through SSD.

## **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 parents/legal guardians, SSD, and Partner Districts as applicable, as outlined in current SSD Board policy.**

### **Rationale**

Interviews with stakeholders (parents/staff/administration), indicates that Special School District is inconsistent in its proactive monitoring of compliance with state and federal laws (IDEA) and school board policies. Parent/guardians should not have to go through the emotional stress and strain, not to mention financial burden of filing a Child Complaint or Due Process in order to seek FAPE for their student. This is also an issue of equity in that only families that are well versed in Special Education Law and can afford an advocate or attorney, let alone the time away from their employment to attend multiple meetings have the ability to assert their Due Process rights. The District, the families and students they serve, as well as the community, would benefit from a consistent proactive vs reactive approach to addressing compliance.

It may be beneficial for the committee to be composed of members of SSD Administration, the SSD PAC (as part of their mandate), Partner District Administration, Governing Council (as part of their mandate), and the SSD Board members.

The committee should consider focusing on:

- Increasing the awareness of the complaint resolution process to parents/guardians/teachers/staff and the community.
- Evaluate the complaint resolution processes and best practices in order to improve parent/guardian satisfaction.
- Evaluate and implement proactive compliance monitoring processes in order to proactively identify areas of non-compliance/concern, and appropriately address concerns/non-compliance in a timely manner.
- Compliance monitoring data and outcomes should be shared with the SSD BOE, Governing Council, Partner Districts, and SSD PAC.



## **Recommendation 8 – Career and Technical Education (CTE) Regional View**

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

The conversation should also include area employers, unions, the community college, and other potential deliverers of publicly funded CTE programs. While expanding CTE options is an overarching concept, the actual expansion of programs must be through the expansion, creation and development of specific programs aligned with employment needs in the region. The key to attracting students is the promise of on-the-job experiences and a near promise of employment at the conclusion of the program.

## **Recommendation 9 – Career and Technical Education (CTE) Funding**

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

Additional funding for CTE programs would allow partnerships to expand among county school districts and the St. Louis Community College (STLCC) and would provide the means to develop new and additional CTE programs in various high schools or in settings shared by neighboring districts, schools, businesses and STLCC. We encourage the SSD Board to discuss ways to work in cooperation with its partner school districts to increase support for CTE programming in the county. Such efforts should involve a campaign, perhaps one shared with St. Louis Community College, to help parents, students and citizens understand the important option CTE programs provide students. An additional plus for SSD remaining the primary funder of CTE programs is the fact that controlling the funding allows SSD to ensure that students throughout the County have equitable opportunity to programs.

## **Rationale**

### **Background**

The way Career and Technical Education (CTE) is organized in St. Louis County differs from all of the rest of Missouri. In St. Louis County CTE (or vocational education as it was previously known) is the responsibility of Special School District (SSD). This includes the financing of CTE from the county-wide tax supporting SSD. SSD has two Technical High Schools, which are open to students in its partner districts. SSD spends approximately 3% of its funding on CTE, with the other 97% spent on Special Education programs.

Throughout Missouri various kinds of schools provide CTE education, usually in partnership with area school districts. None of the other Missouri partnerships around CTE include special education.

### **Advantages and Disadvantages of having CTE in St. Louis County under SSD**

An advantage of having SSD sponsor CTE is the opportunity that provides to ensure IEP students are fairly represented in the population of students attending CTE programs. Another advantage is the ability of SSD to fund CTE programs from the same county tax supporting SSD. An additional plus of SSD remaining the primary funder of CTE programs in St. Louis County is fact that controlling the CTE funding allows SSD to ensure the expansion of CTE programs is done equitably so students throughout the county are afforded new opportunities in CTE.

There are some real disadvantages to SSD sponsoring CTE in St. Louis County. Many students, parents and citizens have linked CTE with SSD and assume CTE programs are only for those with academic issues or who are being served by an IEP. Over the years this association has discouraged students who would have benefited from CTE programs from participating in SSD's Technical Schools. Further, given the size of the county, transportation to the two schools by bus or by the student's own car serves as a limitation in some areas of the county to enrollment in the Tech School programs.

The Tech Schools have for many years served as SSD's approach to CTE. In the past ten years, however, there is growing interest in many partner districts within St. Louis County to host CTE programs in their buildings—either for their students or in collaboration with other districts. There has been limited funding available to support this type of expansion of CTE programs. One aspect of this expansion also should be SSD and the St. Louis Community College working to develop more 2 + 2 programs for CTE offerings that require training beyond high school.

While the two SSD run Technical High Schools are an important means of providing CTE programs to students, they should not be considered the county's only approach to CTE education but rather one option for students. The 2018 PRC does, however, echo the recommendations of the 2014 PRC around CTE and encourages SSD to continue working on ways to encourage participation in its Technical Schools, and, in particular, to increase the enrollment at North Technical High School. The PRC also supports the current efforts of SSD to create CTE programs for disabled students, including those more significantly impacted by their disability and therefore require additional support and services and will likely have an IEP until the age of 21.

### **2014 PRC Recommendations on CTE**

The last PRC made a recommendation to expand and improve the region's focus on CTE by having SSD serve as the convener of a regional planning group to design ways (1) to encourage students and families to enroll in appropriate CTE programs and (2) to expand the CTE options available to students throughout the region.

In response to this recommendation, SSD created a CTE Advisory Committee that has met several times to discuss CTE matters. In addition, SSD joined a regional team that discusses strategy relating to CTE. This committee includes Affton, Parkway, Pattonville, and SSD. Other districts have been invited to join the CTE conversation.

## **Recommendation 10 – Teacher/ Paraprofessional Recruitment and Retention**

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

#### **Rationale**

Students that receive special education services depend on highly qualified teachers and paraprofessionals to develop, advocate for, and implement the strategies, services and supports that are included in their IEP in order to access education at their varying ability levels. The collaborative work by the teachers and paraprofessionals are paramount for students to achieve academic and social-emotional growth. Due to varying reasons around administrative support, adequate resources, and not feeling valued, as well as caseloads; SSD struggles with teacher/paraprofessional retention on a yearly basis. In order to ensure that students learn with high quality teachers/paraprofessionals, SSD needs to improve their recruitment and retention plan to consider:

- Re-evaluation of the hiring process, including screening and evaluation tools and methods (e.g. consideration of the Star Teacher Selection Interview Tool).
- Re-evaluation of the employee exit interview. The focus truly should be on monitoring the reasons for which teachers and paraprofessionals are leaving SSD. This data should be used as part of continuous improvement to proactively address the reasons for which high quality teachers and paraprofessionals are leaving SSD. The associated turn over cost should be evaluated as well.
- Re-evaluation of teacher and paraprofessional induction and mentoring program that supports new and existing teachers/paraprofessionals throughout the school year with additional support in challenging and high needs areas/schools.
- Re-evaluation of teacher and paraprofessional evaluation and compensation process and structure to ensure equity. SSD teachers and paraprofessionals work with some of the most vulnerable and high needs students in the county and their compensation should be reflective of the additional education, special training, and responsibilities they have for these students as highly qualified special educators.
  - Encourage Partner Districts to offer reciprocal agreements as it pertains to children of teachers and paraprofessionals attending school in the district in which parent/guardian is supporting.
- Re-evaluation of the process by which decisions are made regarding the funding of updated technology and equipment provided to teachers and paraprofessionals, particularly in the area of ABA (e.g. Catalyst). In order to efficiently and effectively implement programs and behavior plans, as we as easily and more accurately collect and share data, teachers and paraprofessionals must have to the tools they need to ensure equity and high quality of service.
- Re-evaluate how caseloads are monitored and evaluated to ensure equity and high quality of service.
  - Additional consideration should be given in regards to allotting enough time for planning, and collaboration with colleagues, both Gen Ed and Special Ed.
- Survey teacher/paraprofessionals satisfaction twice yearly. Consider discussing those results via a “Town Hall” format (phone call and/or in person), as well as creating an advisory committee made up of teachers and paraprofessionals from across the county to address concerns raised in the surveys. Consider posting the results and progress on the District’s website.

## 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 parents/legal guardians 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.

### Opportunities

- **Provide audio and/or video recordings in Board Docs of all open SSD Board of Education and Governing Council meetings.** (Board policy KKB and KKB-R) Assist in further engaging parents/teachers/staff and the community, as well as provide transparency, SSD should consider making the recordings available within 48 -72 hours of the meeting on the SSD website within BoardDocs. Providing audio and/or video recordings of school board meetings has been a successful community engagement strategy used by several school districts within St. Louis County.
- **Continue SSD “Let’s Talk” and increase transparency and community engagement by making the feedback reports and the resulting actions of the cabinet available to the public on the District’s website.** Increase the promotion of SSD “Let’s Talk” amongst, parents/guardians, teachers, staff, and the community at large. By making the feedback reports and the resulting actions available to the public, the District would be demonstrating to the community that they being transparent in regards to any concerns being raised and their responsiveness to the community.
- **Institute “Listening Sessions”.** Transparency and quality two way communications between school districts, parents, teacher/staff, and communities are key to the successful outcomes for students. SSD Administration, in cooperation with the Board of Education, Governing Council, and SSD PAC should consider hold listening sessions multiple times a year at various locations throughout the county and at various dates and times. It would be beneficial if the outcomes/summaries of these listening sessions were shared with the public on the SSD website.

## 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.**

### Observations

- A more formalized process for the SSD GC members to fulfill all requirements mandated under SB687. [Some of the requirements would lend well to the Baldrige Process];
- To improve collaborative venues for the SSD BOE, SSD GC, and SSD PAC in fulfilling its directives and to promote and hold group “listening sessions” during the school year throughout the county for families receiving special educational services through SSD;
- The SSD BOE and SSD GC continue to promote and facilitate representation on the SSD PAC (Currently, SSD PAC By-Laws allows for 5 Reps from each District and SSD Schools.) by reaching out to families served by SSD so that all Districts & SSD Schools have representation. This could be facilitated by the distribution of the new SSD PAC Brochure and Handbook;
- Since the SSD GC votes members to the SSD BOE, it is imperative to review processes to increase community awareness to create a strong candidate pool for eliciting applications for the SSD BOE;
- To increase access, transparency, and engagement of all stakeholders in the community, post audio / visual recordings of the SSD BOE and GC public meetings;
- To increase ongoing knowledge and collaboration of SSD Governance, SSD may provide Partner Districts, including their School Boards, with updates and member attendances of SSD BOE, SSD GC, and SSD PAC meetings; and
- When providing handouts, manuals, directives, (either in hard print or digital format) from these governing bodies, it is important that any images or information portrayed brings awareness to the diverse student population served by SSD.

### **BACKGROUND SUPPORTING HISTORY:**

After reviewing the suggestions and statuses of the recommendations from PRC 2010 & 2014, along with implementation of additional improved procedures and processes for the three governing bodies of SSD, much has been accomplished. (This includes, but not limited to, SSD PAC currently has a standing item on the agenda for the SSD BOE and SSD GC, revised SSD PAC By-Laws, recently updated and revised SSD PAC Brochure and Handbook for families, A collaborative dinner held in March for the SSD BOE, SSD GC, SSD PAC, and SSD Administration, developed a list of SSD Committees for distribution for families to serve to increase engagement, designed an updated a Communication Sequence Tool to help parents know who to contact in their District and or school for assistance, revising and updating the website for PEDA to increase ease of use and a more friendly access for families). However, there are areas that still need to be addressed to improve the machinery of the three governing bodies of SSD. Such items include:

- SSD BOE openings often have one or no applicant;
- SSD PAC representation for the Partner District and SSD Schools is currently around 50%;
- SSD GC members are not attending the four scheduled meetings during the year. Thus, quorum is difficult at times. (SB687 requires a minimum of four meetings a year). Even though quorum has been met at the monthly SSD PAC meetings, regular attendance of members is a challenge;

- As continued from the PRC 2010 Report, “The [GC] continue an intensive orientation process...including but not limited to the review of the legislative responsibilities...familiarization with SSD special and vocational services...IDEA requirements, and the importance of keeping one’s own [School] Board informed.” However, this procedure is not being fully or effectively implemented.
- The Governance of SSD (SSD BOE, SSD GC, SSD PAC) may not routinely communicate information effectively with all the stakeholders in the Partner Districts for best outcomes for the families served by SSD;
- The Partnership Agreement has improved the collaboration and the communicating of information between SSD and the Partner Districts; however, growth is still needed in this area. (More to follow with the Partnership Agreement);
- Even though there are printed materials (digital or hard copy) outlining the roles and responsibilities for members of the SSD GC and SSD PAC, there is still a lack of understanding and awareness of this information;
- Dr. Cuneo, current SSD BOE Director, suggested to the SSD PAC EC, in May 2018, that “listening sessions”, made up of SSD BOE, SSD GC, and SSD PAC members, held several times during the school year scattered across St. Louis County, may improve the collaborative and information data collecting to fulfill the directives and mandates for SSD; and
- Given the dynamics and the unique situation of SSD, effectively communicating information to all stakeholders throughout the District in St. Louis County so that there is an overall understanding and awareness of the special educational process and the career and technical avenues, remains a constant and continual challenge.

## Recommendation 13 – Finances

**Continue the current approach used to plan the annual SSD operating budget, BOE and GC approval of the SSD operating budget, and external Audits to ensure financial integrity. This also includes the process used to establish long-term financial projections for revenue, expenses and future program funding requests.**

### Rationale

- In the 2010 and 2014 Reports, No Finance recommendation were made because no Finance concerns were identified.
- The 2018 Audit, dated 6-30-2017, found no impacting issues in SSD finances. It was an unqualified opinion, meaning that financial reporting was sound.

### Observations

- Budget. The SSD BOE has set a direction of maintaining a balance that would fund 7 months of SSD expenses. The percentages shown are based on balances as of June 30, the end of the fiscal year. It would be helpful for the changes in the balance throughout the year to be shown. The key factor is the balance in November and December, so that borrowing would not be needed.
- Transportation. The state of Missouri is supposed to reimburse 75% of routine bus route expenses. Currently the state only reimburses approximately 20% of expenses. This is a general problem for all school districts – not just SSD and the partner districts. Increased advocacy for this situation is suggested.
- Equity. This has been a discussion point throughout this year’s PRC meetings. We realize that all recommendations/observations must reflect the allocation of resources where the need is greatest. This most likely will not impact the overall budget, but could result in some line item allocations being changed accordingly.
- Teacher Mobility. Funding priorities may be changed to emphasize and implement internal staffing initiatives, like Grow Our Own, to stabilize the presence of SSD staff members in the partner districts.

## 4. STATUS of 2014 PRC RECOMMENDATIONS

The 2018 PRC reviewed the recommendations of the 2014 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.

### **PRC Recommendation 1**

Establish a joint training opportunity for cadres of special and general education leaders, including but not limited to principals, assistant principals, area coordinators and special and general education teacher leaders. The training would be similar to a “Leadership Academy” and should be annually reviewed to determine its effectiveness and how it might be improved from year to year.

### **Status – Met and continue progress**

SSD currently operates a Leadership Academy for principals that is also attended by area coordinators. Options are being explored for expanding that program, and also looking for opportunities to work more closely with EducationPlus to offer training countywide.

### **PRC Recommendation 2**

The PRC endorses the SSD superintendent’s effort to develop a standard template for new partnership agreement documents to supplement the current one-page Assurance Statement with each component district.

### **Status – Met and continue progress**

A new Partnership Agreement was developed and implemented in 2015. All 22 partner districts have endorsed the Agreement, and each has identified partnering areas to address. This agreement is reviewed annually and updates are made as needed.

### **PRC Recommendation 3**

Elevate the awareness and advocacy skills of parents by enlisting the help of special and general education teachers in providing parents with information regarding services and training available to the parents with children receiving special education services.

### **Status – Needs improvement – continue progress**

SSD acknowledges the need for improvement in this area. SSD is working on action plans to determine methods to provide information to educators, and the how to readily disseminated it to parents. The District has excellent resources already developed by and available from the Parent Education and Diversity Awareness department.



#### **PRC Recommendation 4**

Establish a standing committee to jointly discuss procedures that will result in improved two-way communication among SSD parents, administrators, the Governing Council and the Board of Education. The Committee would also work closely with the component districts to identify parent leaders to serve on the Parent Advisory Committee (PAC) from each district.

#### **Status – Met and continue progress**

During the 16-17 school year a committee was formed to address this recommendation. Strategies were developed to increase collaboration/communication among the SSD Parent Advisory Council, SSD Board of Education, Governing Council and administration.

Feedback from stakeholders (parents/staff/administration), indicates that there have been positive outcomes and change for students across St. Louis County as a result of the increased collaboration and open communication between the SSD Administration and SSD PAC. Additionally, the SSD PAC is now working to better engage with both the Governing Council and SSD Board of Education. The current SSD Administration and the SSD PAC Executive Committee for the past three years should be credited for their efforts.

#### **PRC Recommendation 5**

To expand and improve the region’s focus on Career and Technical Education (CTE), SSD should serve as the convener of a regional planning group to design ways (1) to encourage students and families to enroll in appropriate Career and Technical Education Programs and (2) to expand the Career and Technical Educational options available to students throughout the region.

#### **Status – Met and continue progress**

The District currently has a CTE Advisory Committee that meets periodically to discuss CTE matters. SSD is also part of a regional team that discusses strategy relating to CTE. Efforts continue with other districts to develop cooperative approaches to deliver CTE services.

#### **PRC Recommendation 6**

SSD and component districts must establish an agreement and procedure (either within or in addition to the partnership agreement mentioned in Recommendation 2 above) that permits the systematic and timely sharing of necessary data kept in the respective student information systems.

#### **Status – Needs improvement and continue progress**

This recommendation was included in the 2014 Partnership Agreement. Although, data collection and sharing between the 22 partner districts and SSD has improved, it continues to be a challenge due to conflicting student information systems.

**PRC Recommendation 7**

Continue to use the Baldrige Performance Excellence approach for continuous improvement within SSD and with the component districts when collaborating on service improvement efforts.

**Status – Met and continue progress**

SSD has made great progress in implementing the continuous improvement model and plans to continue using this approach as a District management model.

## 5. OBSERVATION – Significant Changes Since 2014

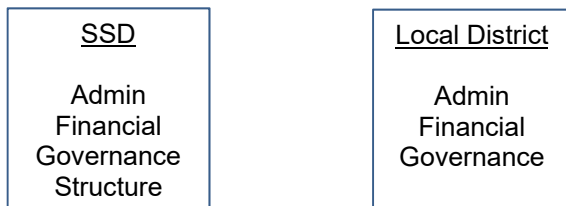
### 2014 MODEL

The 2014 PRC identified nine (9) functional areas during the evaluation of documents and the development of recommendations. A model was developed to illustrate the placement and relationship of the functions that contribute to effective cooperation and collaboration between SSD and the Partner Districts.

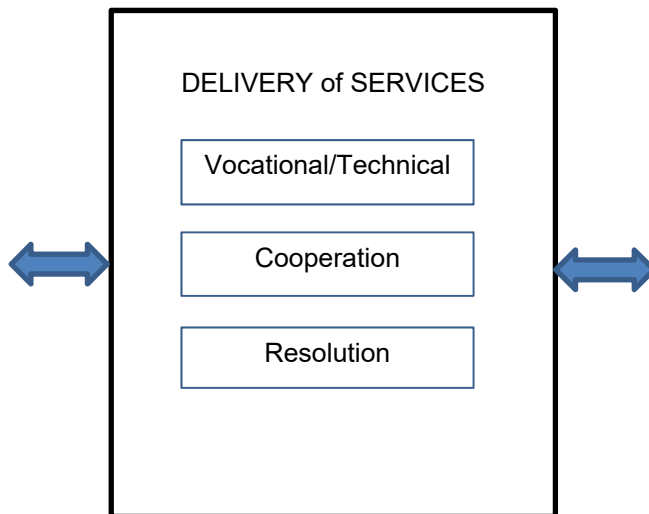
Structure	Governance	Administration
Financial Management	Delivery of Services	Cooperation between SSD and Partner
District role as advocate	Compliance	Vocational Ed (CTE added by PRC)

The 2014 model consisted of 4 groups of functions.

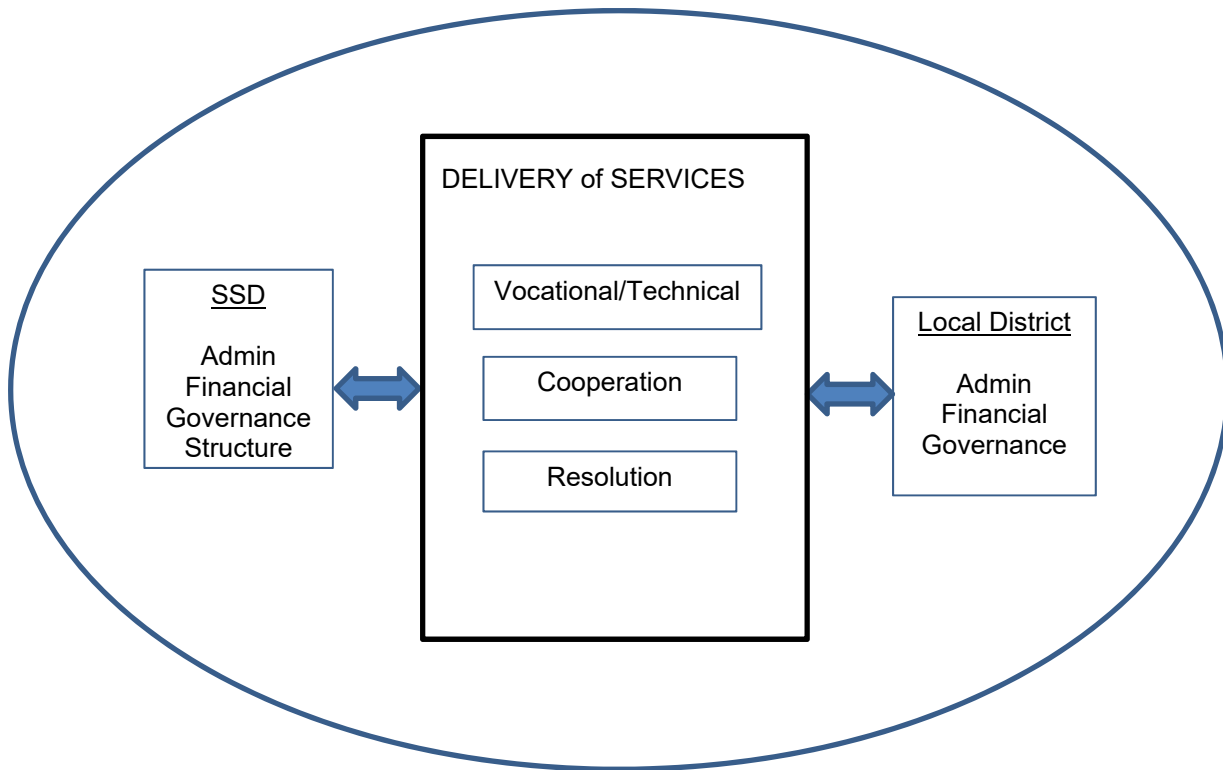
- SSD and Partners Districts: There are 3 common functions: Administration, Financial Management and Governance. SSD also includes a Structure function.



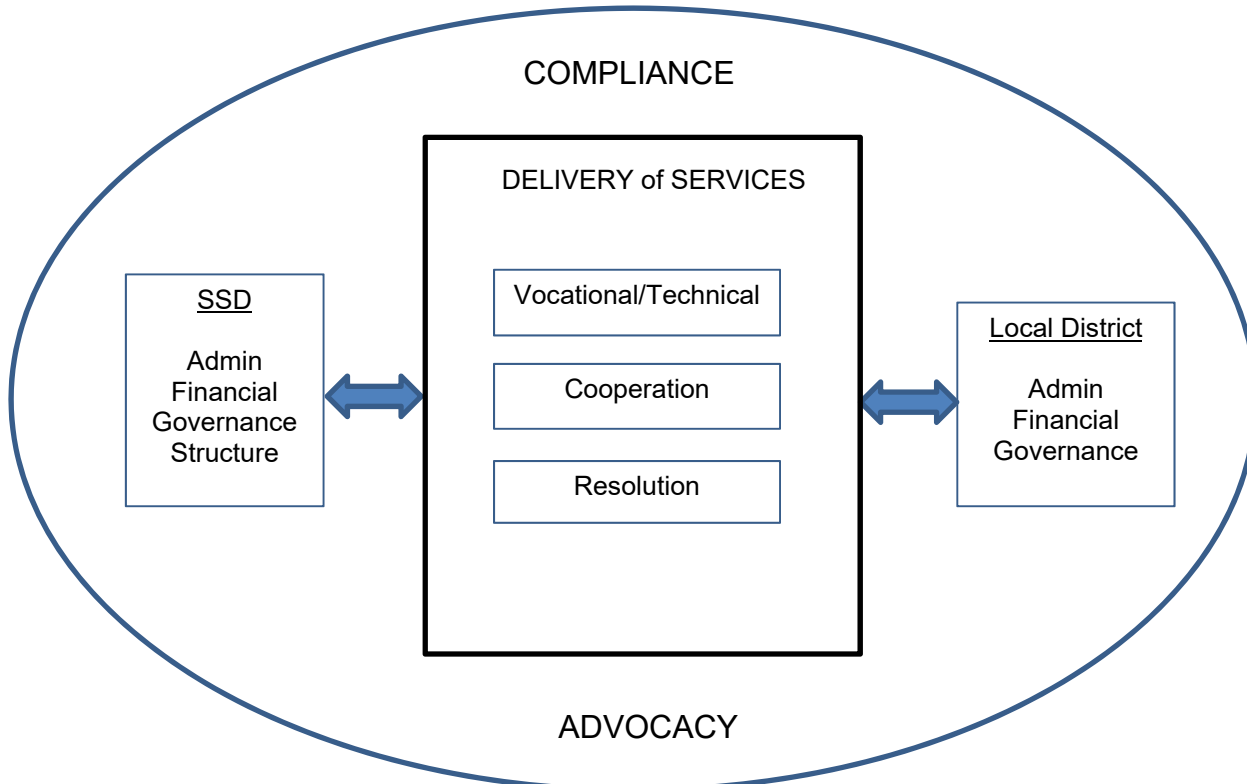
- Delivery of Services: There are 3 functions: Vocational/Technical education (CTE), Cooperation between organizations, and Resolution as a way to resolve problems. The Blue Arrows showed the interaction between SSD and the Partner District in providing services.



➤ Circle: The outline was added to show the scope of this “system”.



Compliance and Advocacy: These are functions that influence all of the processes and relationships.

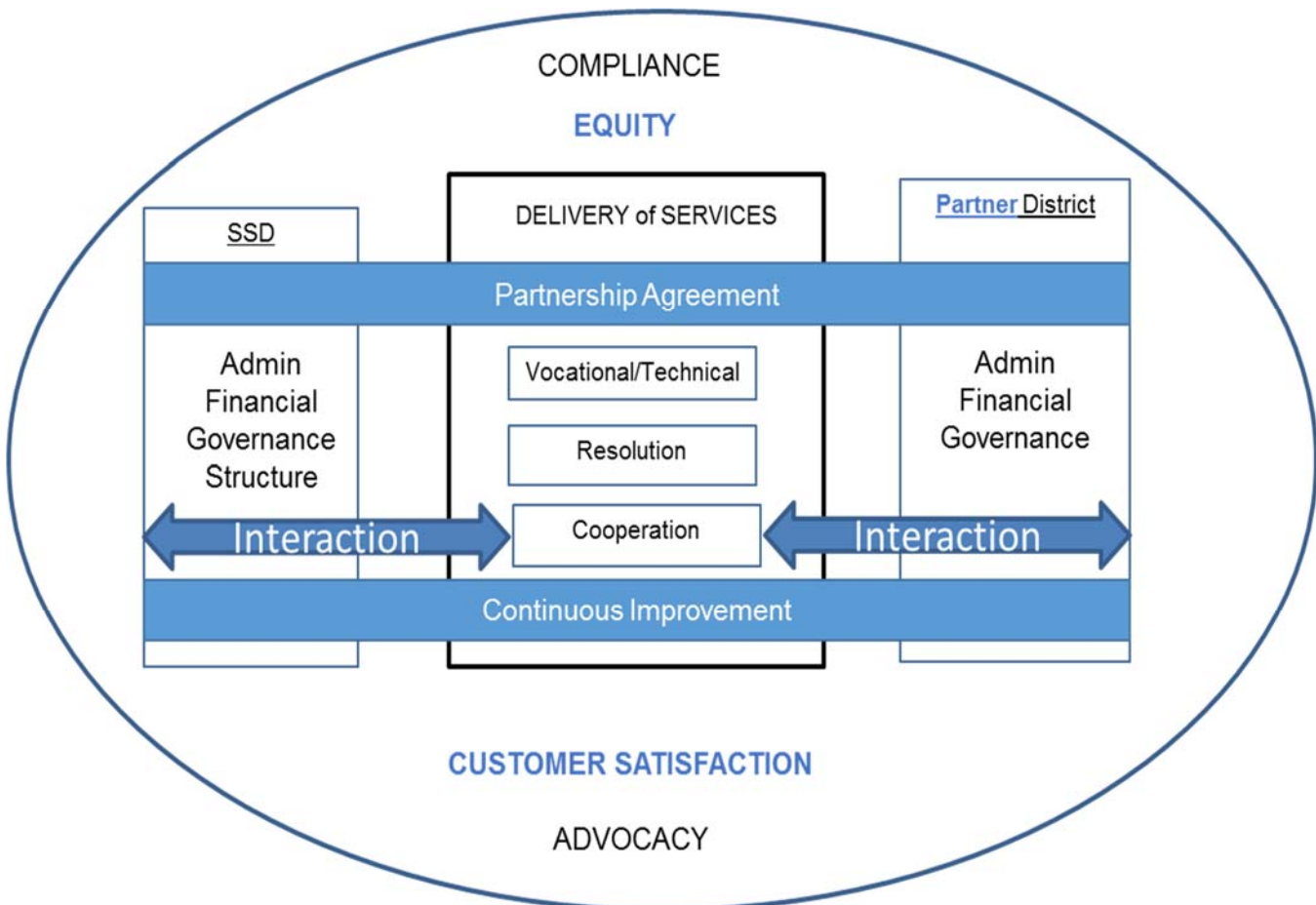


## 2018 MODEL

The PRC identified changes in functional areas that have occurred since 2014. The PRC has updated the 2014 model to reflect those changes.

Based on the PRC's review of documents and discussions with SSD subject matter experts, six (6) changes were identified and have been added to the 2014 Model.

1. Partnership Agreement (PA) was added to show its impact on SSD and the Partner District organizations, and the Delivery of Services.
2. Continuous Improvement (CI) process was added to show that measuring progress is important to improving SSD, Partner Districts, and Delivery of Services results.
3. EQUITY functional area was added and reflects a growing effort to incorporate equity considerations in resource allocation and decision making.
4. CUSTOMER SATISFACTION functional area was added and reflects the importance of the customer voice. The Continuous Improvement and Partnership Agreement areas are the vehicles by which customer satisfaction can be measured.
5. BLUE ARROWS were expanded to show the importance of extended interaction and cooperation between SSD and the Partner District in providing services.
6. Changed the Local District title to Partner District.



## **6. 2018 REVIEW PROCESS**

The purpose of this section is to share the process by which the 2018 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 2018 PRC began its work by first reviewing the 2014 PRC's report and recommendations, along with a status update of those recommendations. The 2018 PRC's assessment of the 2014 recommendations can be found in the "Status of 2014 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 2018 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 2014 PRC to review. The 2018 PRC determined that the expansion of available information on the performance of SSD is largely a result of the expanded application of the Baldrige Performance Excellence process (MQA), which has had a positive impact on the Special School District. Reviews, assessments and investigations as a part of the application of the Baldrige process provided a richer set of data than was present in 2014.

We requested and reviewed more than fifty-eight (58) existing documents (listed Attachment 1), including surveys conducted since 2014.

It should be noted that while there was a lot of information on SSD schools available, including surveys of students, parents, and staff, this population represents less than 10 percent of the total number of students (23,160) served by SSD in 2017/2018.

We also found considerable data on students served in SSD's Career and Technical Education programs. It is worth noting that the data revealed the continuation of some challenges that are addressed within the recommendations in this report.

The revised Partnership Agreement (PA) was an important part of the review. The PA was approved in 2015 and has been used for three years. Each Partner District has the option of selecting one or more of the ten functions to prioritize and address in a given school year. Assessment/evaluation forms for all functions were included in the PA. Because there is no function or functions implemented by all Partner Districts, there is little comprehensive data available regarding how well SSD and Partner Districts are working together. The initial scope of the PA concentrated on the relationship between SSD and the Partner Districts. It did not include

gathering information from general education teachers. Additional information about the PA's was collected from interviews with stakeholders and subject matter experts.

The 2018 PRC Committee met 16 times, and all meetings were open to the public. As stated above, we also met separately with the SSD BOE, SSD PAC, Governing Council, CTE Advisory Committee, and held one public forum. For a complete list see ATTACHMENT 2. Additionally, we gave a presentation that included an overview of the purpose of the PRC and our methodology, and the areas of focus for our recommendations to the Governing Council on June 4, 2018.

It is important to note that we found that many of the concerns mentioned in the previous (2010 and 2014) PRC reports remain significant challenges, even though progress had been made. The following concerns continue to be a focus of SSD's attention as it works to improve services to students:

1. The working relationship between SSD and Partner Districts - at all levels
2. Equity of Services
3. Disproportionate Discipline (Disability and Race)
4. The IEP Process
5. Implementation of the IEP
6. Professional Development of SSD and General Education Staff
7. Supporting and educating parents so that they can become better advocates for their children
8. 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 Education and Diversity Awareness Department, 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 2014 PRC, we created a report that focused on grouping recommendations that would strengthen the relationships between SSD and Partner Districts.

It is the assertion of this PRC that all nine functional areas documented by the 2014 PRC are interrelated and that the Partnership Agreement and the Continuous Improvement process are the 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) within 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. It is also only appropriate to extend our most sincere thanks to Rita Boughan, who has served as our secretary and assistant throughout the PRC process. She is a consummate professional, and we could not have completed our task without her support.



## 8. ATTACHMENTS

### ATTACHMENT 1: PRC Documents Reviewed 2017-2018

DATE REVIEWED	DOCUMENT NAME
9/11/2017	SSD Surveys - Voice of the Customer Data (May 2017) (Blue Folder)
9/11/2017	SSD Surveys - Climate and Employee Engagement (Blue Folder)
9/11/2017	MQA Application (2015)
9/11/2017	PRC Report 2014
9/11/2017	PEDA Contact Sheet (7/28/17)
9/11/2017	SSD Operational Audit - Gibson Study
9/11/2017	SB 0687 - New Governing Body for St. Louis Special School District
10/2/2017	CSIP/Rolling Plan for 2017 - 2022 - general discussion (Donald McCary)
10/2/2017	St. Louis County Partnership Agreement
10/2/2017	MQA Application (2017)
10/2/2017	List of Stakeholders
10/2/2017	Equity Study 2014 (2017 Study Provided 3/19/18)
10/2/2017	PRC 2014 Recommendations & Status Update
10/16/2017	Career & Technical Education(CTE) - 2016-2017 Program Evaluation Report
11/16/2017	CTE - Sub-Committee Meeting - Memo from Craig Larson (CTE Questions)
1/29/2018	St. Louis County Partnership Agreement - Carla Addoh - Handout - District Priorities (Met w/PRC)
1/29/2018	PAC Meeting Notes
2/28/2018	SSD Blueprint for Equity - Executive Summary
3/19/2018	SPP 2016-2017 report
3/19/2018	FY14-18 Budget Summary
3/19/2018	FY18 Budget - Reviewed with Kelly Alexander (CFO)
3/19/2018	Equity Study 2017 - Peter Kachris
3/19/2018	SSD PEDA - Request by Topic July 1 - February 28, 2018 (2016/2017 and 2017/2018)
3/19/2018	Special Education in Partner Districts 2016/2017 Data Report
4/2/2018	SSD "Let's Talk" Report (7/15/17 to 3/21/18) - Nancy Ide
4/2/2018	ABA - CMB - Jenny Frisbee Background/Reason for Inquiry/Questions/Requests
4/2/2018	ABA - Department Organizational Structure
4/2/2018	Job Description - Teacher, Associate Behavior Analyst (ABA) - 12 month
4/2/2018	SSD Cabinet (two levels) Organization Chart

## ATTACHMENT 1: PRC Documents Reviewed 2017-2018 (Continued)

DATE REVIEWED	DOCUMENT NAME
4/2/2018	SSD Legal - Compliance Data (4 yrs.) - Due Process/Mediation/Child Complaints (4/2/18) PRC Requested more/specific data - Issue/District/Associated Cost/Settlements.
4/2/2018	Career & Technical Education - PSI Score Card for Programs as of 3/8/2018 - Handout from SSD CTE Committee Meeting (3/9/18)
4/16/2018	Prior Years FY Budgets (2015,2016, & 2017)
4/16/2018	ABA - Response to PRC Request - Power Point Document (Carla Addoh & Jenny Frisbee)
4/16/2018	SSD Financial Audit Report (June 30, 2017)
4/16/2018	Investigation/Discipline Guidelines for Administrators
4/16/2018	Administrative Leaves & Suspensions Flowchart
4/16/2018	Violation Investigations Flowchart
4/16/2018	Policy AC, Prohibition Against Discrimination, Harassment and Retaliation
4/16/2018	SSD Legal - Compliance Data (4 yrs.) - Due Process/Mediation/Child Complaints - Associated Legal Costs
4/16/2018	St. Louis County Partnership Agreement - Presentation - Carla Addoh - SSD PAC (4/11/18)
4/16/2018	SSD Blue Print for Equity - Presentation - Donald Bohannon - SSD PAC (4/11/18)
4/16/2018	SSD Teacher/Paraprofessional/Administrator Turnover Rate by Position (Pg. 43 MQA 2017 Report)
4/16/2018	SSD Salary Schedule Teacher Level 2017-2018
4/16/2018	SSD Salary Schedule Teacher Asst./Aides, COTAS/PTAS, ABA Asst./Aides 2017-2018
4/16/2018	Case Loads - Area Coordinator Staff Stats (staff by district / # of buildings)
4/16/2018	Case Loads - Teacher Level
4/16/2018	SSD "Grow Your Own" Teacher Development Strategy Team Update Power Point - SSD PAC (4/11/18)
4/16/2018	In-School Suspensions (Pg. 22 of SPP Report Received)
4/16/2018	G.C. On Boarding Materials - 2016-2017 "By the Numbers" SSD & Partner District (Nancy Ide)
4/16/2018	G.C. On Boarding Materials - 2015-2016 "By the Numbers" SSD & Partner District (Nancy Ide)
4/27/2018	SSD Tuition Reimbursement - Language from Joint Resolutions - SDNEA (Teacher)
4/27/2018	SSD Tuition Reimbursement - Language from Joint Resolutions - SEEA (Para)
4/27/2018	SSD Tuition Reimbursement - Language from Joint Resolutions - SDVL (Visual Language Specialists)
4/27/2018	SSD Tuition Reimbursement - Language from Joint Resolutions - SESPA (Support Personnel Staff)
4/27/2018	Job Description - SSD School Principal
4/27/2018	Job Description - Area Coordinator
4/27/2018	Job Description - Director, Special Education
6/11/2018	High-Level Hiring Process Overview

## **ATTACHMENT 2: List of PRC Meetings 2017-2018**

### **September 11, 2017 Meeting:**

Don Bohannon & Donald McCary attended

### **October 2, 2017 Meeting**

### **October 16, 2017 Meeting**

### **November 6, 2017 Meeting**

**December 4, 2018:** Craig Larson & Kisha Lee met with Don Bohannon & Dave Baker RE: Career and Technical Education (CTE)

### **December 11, 2017 Meeting**

**January 10, 2018 – PAC Meeting:** PRC attended

### **January 29, 2018 Meeting:**

Don Bohannon attended

**February 27, 2018 – SSD Board Working Session:** PRC met with BOE

### **February 28, 2018 Meeting:**

Don Bohannon & Donald McCary attended

**March 5, 2018 – Governing Council Meeting:** PRC presented

**March 9, 2018 – CTE Task Force Meeting:** PRC attended

### **March 12, 2018 – PRC Public Forum**

### **March 19, 2018 Meeting:**

Donald McCary attended

### **April 2, 2018 Meeting:**

Don Bohannon, Carla Addoh & Jenny Frisbee attended

**April 13, 2018 – SSD Superintendents Meeting:** PRC attended

### **April 16, 2018 Meeting:**

Don Bohannon, Donald McCary, Michelle Levi-Perez, & Kelly Alexander attended

### **May 7, 2018 Meeting:**

### **May 21, 2018 Meeting:**

Donald McCary & Susan Welde attended

## **ATTACHMENT 2: List of PRC Meetings 2017-2018 (Continued)**

### **June 4, 2018 Meeting**

**June 4, 2018 – Governing Council:** PRC presented

### **June 13, 2018 Meeting:**

Don Bohannon attended

### **June 18, 2018 Meeting**

**June 20, 2018:** Brenda Youngblood & Christina Blankenship met with Don Bohannon, Darlene DeLoach and Lynn Lanigan RE: Teacher/Paraprofessional Recruitment and Retention.

### **June 27, 2018 Meeting**

## 9. ADOPTION OF THE REPORT

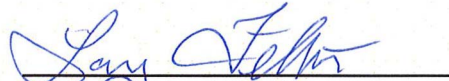
This Report adopted this 27th day of June, 2018


COMMITTEE MEMBERS

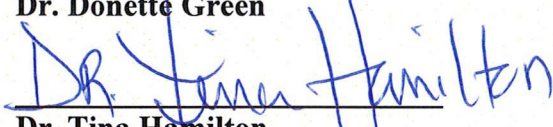
Of

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

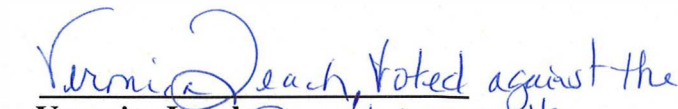
  
Christina Blankenship (Co-Chair)


  
Larry Felton (Co-Chair)

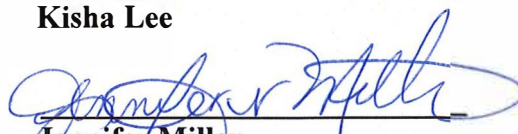
  
Dr. Donette Green

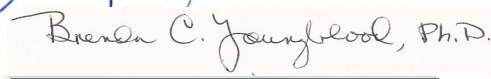
  
Dr. Tina Hamilton

  
Dr. Craig Larson

  
Veronica Leach, voted against the  
SSD PRC PRESIDING Report As written.

  
Kisha Lee

  
Jennifer Miller

  
Dr. Brenda Youngblood