

Aurora Central High School: 14% of Students utilize Special Education

- Special Education mentioned on p 52 within the “Village Model” will include Special Education Teacher
- IEP mentioned on p 6 “MPG of students in minority FRL, ELL, IEP subgroups declined over past year in area of reading and writing – “overall growth detail for IEP & ELL has decreased in Math over 3 year period”
- What does proficiency mean for SWD?
- What does ‘competency based’ look like for SWD?
- How do advisory grades (soft skills, attendance, behavior, homework) along with competency based grading work for SWD?
- What will grade advancement look for SWD- both diploma seeking and those looking for completion certificates?
- What year would “full implementation” take place for all grades of SWD?
- What does advisory period for SWD look like? What kind of inclusion levels will be expected? How will it be supported?
- How will Freshman Internships for 2017-18 work for SWD?
- What “Pathways” will be included for SWD?
- Is the “Village/House Model” Inclusive or will all SWD be placed in same village... Especially if the villages are grouped by data. Which data is being used for grouping?
- Can parents opt out of Home Visits?
- How will attendance policy for medically/complex students work?
- How are holistic supports applied for SWD, how will they be supported?
- Will the culture fair include Disability Culture?
- How does International Leadership relate to SWD?
- How does International Leadership relate to Special Education Teacher retention and recruitment?
- How will Professional Development be transferred to Para Professionals working with SWD?

Aurora West Preparatory: 11% of Students Utilize Special Education

- No reference to Special Education, Students utilizing IEPs, or Disabilities
- What is culturally responsive instruction and curriculum look like specifically for SWD?
- How will SWD leadership be developed?
- How will SWD be supported to have time to develop strengths, needs, next steps, and goals?
- How will SWD access online courses and digital badges?
- How will experiential learning look specifically for SWD?
- How will internships & apprenticeships be accommodated and accessed for SWD?
- Will Special Education teachers and Itinerant Staff participate in staff collaboration time?
- How will personalized pathways differ from IEP supports and planning?
- How does performance based and self-directed learning look for SWD? How is it supported?

- What does implementation timeline look like for SWD?
- What classes will SWD have the opportunity to choose as they relate to interest and skills?
- What does language and cultural development look like for SWD?
- Will Disability culture be recognized and celebrated?
- What is the vision for “peer-normed culture and social /emotional competencies” specifically for SWD?
- Will SWD have access to transition supports like shadow days and Mentor Ambassador?
- How will Student Leadership Prototype be implemented for SWD?
- How will Special Education Teachers be supported through “Thought Partnership”?
- How will Professional Development be transferred to Para Professionals working with SWD?

Crawford Elementary: MISSING % of Students who Utilize Special Education within Draft

- No Mention of Special Education, IEP, and Disabilities in Framework
- Reading in regards to children with Disabilities in Draft
- How will “Write our World Crawford” be accommodated for SWD?
- What do in-school interventions/enrichment look like and how do they differ from IEP supports and services?
- What do 21st century learner and leadership skills designated block look like for SWD? How will they be accommodated?
- How will SWD curriculum and assessments change? How will they complement IEP process?
- How will Professional Development be transferred to Para Professionals working with SWD?

Paris Elementary: 6% of Students Utilize Special Education

- GOLD STAR FRAMEWORK:
 - o “Special Education Services will be fully included in design and implementation of integrated units”
 - o Considered Special Education needs in calendar restructuring
 - o “Students with Disabilities are the only subgroup we do not meet standards”
 - o Root Cause: No consistency in implementation of instructional practices, assessments, and monitoring of goals
- Specifically, how will SWD access cross-content project based literacy model?
- Will SWD be incorporated into implementation timelines with all students?
- Why do ESS teachers join the PCC in year 2? Why not year 1 with the other staff?
- How will Professional Development be transferred to Para Professionals working with SWD?
- How will restorative and mindfulness practices be accommodated for SWD?
- What does “Character Education” mean for SWD? How will it be supported?
- What will mentorship program look like for SWD?
- How will Disability Culture be recognized and celebrated?

Boston K-8: 9.4% of Students Utilize Special Education

- NO reference to Special Education, Students Utilizing IEPs, or Disabilities within Framework
- How will SWD participate in Community Breakfast?
- How will literacy/humanities block be accommodated for SWD?
- Will Special Education Teachers be incorporated into Professional Learning Community?
- How do daily advisory sessions work for SWD?
- How will Advisory/Crew/Cohort groups be accommodated for SWD? How will these groups be decided... based on data? Will they be inclusive or will all SWD be placed in the same group?
- How will community service projects be accommodated for SWD?
- How will High School Transition plan elements be accommodated and realized for SWD?
- What will structured, sustained support, and mentorship from adult and peers look like for SWD? How will this be realized and monitored?
- How will "shared diversity" include SWD?
- Will cultural sharing include disability culture?
- How will research based instructional strategies be implemented for SWD? How will SWD demonstrate their learning?
- How will project based learning be utilized for SWD? How will it be accommodated?
- How can community partnership building impact SWD positively?
- How will field experienced be accommodated for all SWD?
- How will Professional Development be transferred to Para Professionals working with SWD?