

MINUTES OF REGULAR MEETING
FOR THE
BOARD OF EDUCATION
EVERGREEN PARK ELEMENTARY SCHOOL DISTRICT 124
February 16, 2011

1. A Regular Meeting for the Board of Education of Evergreen Park Elementary School District 124 was called to order at 7:02 p.m. on February 16, 2011 in the Gymnasium at Southeast School, Evergreen Park, IL.

The following Board Members were physically present at roll call:

Mr. John Kennedy
Mr. Bob McDonald
Mrs. Beth Amado
Mrs. Kathy Rohan
Mrs. Joan Boss
Mr. Tom Schergen

Absent at roll call: Mr. Terry MacDonald

Also present: Dr. Diane Cody, Mrs. Kathy Hatczel, Mrs. Fran LaBella, Mrs. Jennifer Volpe, Mr. Bill Smith, Mr. Tony Le, Mr. Jeff Nightingale, Mr. John Stanton, Ms. Shaton Wolverton, and recording secretary, Mrs. Jan Stanton.

2. Mrs. Rohan led the Board in the Pledge of Allegiance.
3. Consideration to approve the agenda was made by the Board. A motion was made by Mrs. Amado and seconded by Mr. Kennedy to approve the agenda as presented. A roll call vote was taken with the following results:

Mr. John Kennedy	yea
Mr. Bob McDonald	yea
Mrs. Beth Amado	yea
Mrs. Kathy Rohan	yea
Mrs. Joan Boss	yea
Mr. Tom Schergen	yea

MOTION CARRIED (6-0)

4. Mr. MacDonald arrived at 7:04 p.m.
5. Bryan Witte, Southeast School student, was honored by the Board under 'Student Highlights' and presented with a certificate of recognition. Mrs. Wolverton told members of the Board that Mrs. Costello, with the assistance of Mrs. Shine, started a Geography Bee at Southeast School and Bryan Witte was the winner of the Bee.
6. Mrs. Rohan reported that the Board participated in a Self-Evaluation which was a productive session. Additionally, Mrs. Rohan reported that the Board learned that comments from the audience should only be accepted during 'Public Comments' and at no other time during the meeting.

7. Mrs. Rohan reported that at the AERO Governing Board meeting normal business took place, new policies were approved, and presentations were made from the PRIDE Principal and AERO Principal.
8. Mr. McDonald reported on the February 14 District Review Team meeting, highlighting the following celebrations at each school:
 - Northeast School
 - Student Council is collecting coins for the Ronald McDonald House/Hope Hospital.
 - Northwest School
 - Students collected money from the math-o-thon for St. Jude Hospital and will be participating in St. Baldricks again this year.
 - Southeast School
 - Fifth grade students are doing a community service project that they have named "MAD" Making a Difference. They are collecting food and toiletries for PADS and St. Vincent DePaul.
 - Southwest School
 - Students are taking part in the 10 day Food Drive Challenge for the Ronald McDonald House, sponsored by the Cook County Farm Bureau.
 - Central Junior High School
 - Students are doing random Acts of Kindness in the community – each advisory class has taken on a project.

Additionally, Mr. McDonald reported that scheduling of art/music/computers was discussed as well as options for the 2011-12 calendar.

9. Mrs. Volpe provided a PowerPoint presentation (attached) with an overview of the Illinois Data Analytics Pilot Program that District 124 was chosen to participate in. Mrs. Volpe reported that the Illinois outcome is to increase the number of students with disabilities having access to the general education curriculum; least restrictive environment. Mrs. Rohan thanked Mrs. Volpe and her team for their hard work.
10. Dr. Cody provided the Board with a PowerPoint presentation (attached) highlighting Programming for the 2011-12 school year reviewing projected class sizes, number of classrooms in each school – regular education/special education, projected number of staff members, and the financial implications.
11. Proposed Calendars A, B, C, and D for the 2011-12 school year were reviewed by Dr. Cody and the following comments were made by members of the Board:
 - ◆ Mrs. Rohan noted that 90% of the students attending D124 go to D231 for high school. Mrs. Boss noted that the high school has educational reasons for choosing the calendar that they have chosen.
 - ◆ Concerns were expressed that in some of the proposed calendars the Spring breaks for D124 and D231 were not aligned and that this would be a hardship for parents who have students in both districts.
 - ◆ A possibility of having students attend class a day later during winter break/come back a day later (as requested by staff) was discussed and members of the Board expressed that they were comfortable with this option

due to the high school having a Teacher Institute day scheduled on their first day back.

12. Mrs. Hatzel reported on the 2011 Summer School Program, noting the following:
 - ◆ Alice Spingola is being recommended as the Summer School Principal
 - ◆ Mrs. Spingola will meet with the parents on the 1st day of school
 - ◆ Summer school will run from June 20 – July 21, Monday – Thursday
 - ◆ There will be 90 minutes of reading and 55 minutes of math per day
 - ◆ Location – Southeast school
 - ◆ Results from AIMSweb and MAP testing will determine who will be invited to the program and a student's IEP will determine if Extended Year is required
 - ◆ Band will be offered
 - ◆ Enrichment classes, with paid participation by students, will be offered based on teacher's willingness to develop and teach them.

13. Mrs. LaBella provided a PowerPoint presentation on the Intergovernmental Cooperative Agreement of SSBC highlighting key amendments, funding policy, fifth amended Intergovernmental Cooperative Agreement process and financial update.

14. Under Public Comments:
 - ◆ A parent from Most Holy Redeemer School thanked the Board for funding proportionate share above the legal limit in past years and asked the Board to make sure that the students receiving those services continue to get those services. Dr. Cody reported that we will not know the amount of funding from the Federal Government until August and that she is hoping this is a non-issue.
 - ◆ A parent asked if administrators could take a pay freeze and give that money to the teachers to use for things they need in their classrooms.
 - ◆ A parent asked about the possibility of consolidating D124 with D231. Mrs. Rohan/Mrs. Amado reported that this has been looked at as an option in the past and that there are many challenges, pros and cons for consolidation.
 - ◆ A parent complimented Dr. Cody on her presentation and asked for clarification on the use of AERO classrooms in D124. Additionally, a question was asked regarding clarification on board minutes referring to the affects a referendum has on a property tax rate.

15. Consent Agenda items 1 through 7 were reviewed by the Board and, thereafter, a motion was made by Mrs. Boss and seconded by Mr. Schergen to approve the following items as recommended:
 1. Approve Monthly Transaction Reports for January, 2011
 2. Approve Fund Balance Reports for January, 2011
 3. Approve Expenditure Report and Projected Payroll Report for February, 2011
 4. Approve Board Minutes of the Regular Meeting of January 19, 2011 and the Special Meeting Minutes of January 20, 2011 and January 26, 2011
 5. Approve Closed Session Minutes of January 19, 2011 and the Special Meeting minutes of January 20, 2011 and January 26, 2011.
 6. Approve Destruction of Closed Session Tape from August, 2009

7. Personnel Recommendations - (see attached)

FUND	EXPENSE S Feb, 2011	EXPENSES Feb 2011	IMPREST ACCOUNT	PROJECTED PAYROLL Feb 2011	TOTAL PROJECTED EXPENSES Feb 2011
EDUCA- TION	0.00	129,082.86	0.00	957,159.53	1,083,242.39
TITLE I	0.00	1,323.17	0.00	14,892.36	16,215.53
Pre-K	0.00	0.00	0.00	7,877.10	7,877.10
TPI	0.00	0.00	0.00	3,157.15	3,157.15
TITLE II	0.00	5,948.00	0.00	0.00	5,948.00
DRUG FREE	0.00	0.00	0.00	0.00	0.00
READ. IMPROV.	0.00	0.00	0.00	0.00	0.00
Ext. Day	0.00	0.00	0.00	11,001.65	11,001.65
PL94-402	0.00	55,648.38	0.00	0.00	55,648.38
BUILDIN G	0.00	66,152.48	0.00	48,708.65	114,861.13
BOND/IN T	0.00	0.00	0.00	0.00	0.00
TRANS.	0.00	87,043.10	0.00	0.00	87,043.10
IMRF	0.00	0.00	0.00	40,734.86	40,734.86
TORT	0.00	0.00	0.00	0.00	0.00
WK. CASH	0.00	0.00	0.00	0.00	0.00
FIRE PREV. & SAFETY	0.00	0.00	0.00	0.00	0.00
TOTALS:	0.00	342,197.99	0.00	1,083,531.30	1,425,729.29

A roll call vote was taken with the following response:

Mrs. Beth Amado	yea
Mr. John Kennedy	yea
Mr. Terry MacDonald	yea
Mr. Bob McDonald	yea
Mrs. Kathy Rohan	yea
Mrs. Joan Boss	yea
Mr. Tom Schergen	yea

MOTION CARRIED (7-0)

16. Consideration was made by the Board to approve the Resolution of Evergreen Park Elementary School District 124 to approve amendments to and restate fourth amended Intergovernmental Cooperative Agreement of SSBC. A motion

was made by Mrs. Amado and seconded by Mr. Kennedy to approve the Resolution as presented. A roll call vote was taken with the following results:

Mrs. Beth Amado	yea
Mr. John Kennedy	yea
Mr. Terry MacDonald	yea
Mr. Bob McDonald	yea
Mrs. Kathy Rohan	yea
Mrs. Joan Boss	yea
Mr. Tom Schergen	yes

MOTION CARRIED (7-0)

17. Consideration was made by the Board to approve the Summer School Program and Alice Spingola as the Summer School administrator. A motion was made by Mr. McDonald and seconded by Mrs. Boss to approve the program/administrator as presented. A roll call vote was taken with the following results:

Mrs. Beth Amado	yea
Mr. John Kennedy	yea
Mr. Terry MacDonald	yea
Mr. Bob McDonald	yea
Mrs. Kathy Rohan	yea
Mrs. Joan Boss	yea * (with gratitude to Alice)
Mr. Tom Schergen	yes

MOTION CARRIED (7-0)

18. Consideration was made by the Board to approve Programming for the 2011-12 school year. A motion was made by Mrs. Amado and seconded by Mr. MacDonald to approve Programming for the 2011-12 school year. A roll call vote was taken with the following results:

Mrs. Beth Amado	yea
Mr. John Kennedy	yea
Mr. Terry MacDonald	yea
Mr. Bob McDonald	yea
Mrs. Kathy Rohan	yea
Mrs. Joan Boss	yea
Mr. Tom Schergen	yes

MOTION CARRIED (7-0)

19. Consideration was made by the Board to approve the Calendar for the 2011-12 school year. A motion was made by Mrs. Rohan and seconded by Mrs. Boss to approve Calendar D 2011-12 which had Spring/Winter breaks closely aligned with the high school. A roll call vote was taken with the following results:

Mrs. Beth Amado	yea
Mr. John Kennedy	yea
Mr. Terry MacDonald	yea
Mr. Bob McDonald	yea
Mrs. Kathy Rohan	yea

Mrs. Joan Boss yea
Mr. Tom Schergen yes

MOTION CARRIED (7-0)

20. At 8:58 p.m. a motion was made by Mr. MacDonald and seconded by Mr. Kennedy to recess to Closed Session to discuss the placement of individual students in special education programs and other matters relating to individual students 5 ILCS 120/2 (c) (10) and the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the district or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. 5 ILCS 120/2 (c) (1). A roll call vote was taken with the following results:

Mrs. Beth Amado yea
Mr. John Kennedy yea
Mr. Terry MacDonald yea
Mr. Bob McDonald yea
Mrs. Kathy Rohan yea
Mrs. Joan Boss yea
Mr. Tom Schergen yes

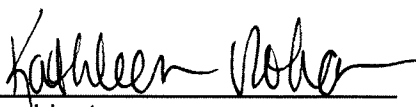
MOTION CARRIED (7-0)

21. There being no further business, at 10:15 p.m. a motion was made by Mrs. Amado and seconded by Mr. McDonald to adjourn the meeting. A roll call vote was taken with the following results:

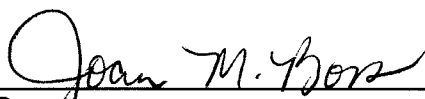
Mrs. Kathy Rohan yea
Mr. John Kennedy yea
Mr. Terry MacDonald yea
Mr. Bob McDonald yea
Mrs. Beth Amado yea
Mrs. Joan Boss yea
Mr. Tom Schergen yea

MOTION CARRIED (7-0)

22. The next Regular Meeting of the Board of Education will be held on March 16, 2011 at 7:00 p.m. at the Administrative Office, 9400 South Sawyer, Evergreen Park.



President



Secretary

Evergreen Park Special Education & Least Restrictive Environment (LRE) Initiatives

Rationale

Proposed changes to the current special education placement continuum for the 2011-2012 school year are being developed in an effort to address Goal #4 of the District Improvement Plan. This improvement goal was developed in response to special education eligibility and *Least Restrictive Environment* data compiled by the Illinois State Board of Education (ISBE). Federal and State law mandates that students with disabilities must be educated within the least restrictive environment. Illinois *Educational Environment* data (the percentage of time students with disabilities spend in the general education classroom) is currently monitored by the Federal Office of Special Education Programs due to the fact that Illinois *Educational Environment* data places our state 47th when compared to other states. As a result, the State Board is charged with monitoring local school districts' data, conducting district compliance reviews, providing technical assistance to support districts and holding districts accountable for implementing special education programs consistent with the law.

Evergreen Park District 124 data indicate a high percentage of students are identified for special education and a higher than expected percentage of students are placed in separate facilities (AERO, Private Day Schools) and district self contained programs. The data further indicate the lack of a full continuum of placement options available for in-district placements. In order to provide services for a greater percentage of students with disabilities within our schools we must increase our continuum of service delivery options. This will ensure that all students can be appropriately served in the *least restrictive environment* consistent with best practices and legal requirements.

Expanded programming options and changes to the current service delivery model will not necessarily be a less expensive way to provide high quality services but the total cost should remain fairly consistent with current expenditures. Reducing the number of students served in separate facilities will result in a savings from out-of-district tuition payments as well as an increase in reimbursement from the state. These funds will be reallocated to cover required changes in district staffing patterns and other costs associated with implementing the projected program options.

Implementing more inclusive practices will benefit students, staff and the community. Ensuring more students with disabilities have the opportunity to receive a high quality education in their own community provides for greater acceptance of diversity and is morally and ethically justified. Providing expanded services in each home school and within our district programs will result in a reduction and/or elimination of students having to transfer to different buildings multiple times throughout the elementary years in order to access an appropriate education. In addition, serving our students in district programs will result in more control over individual student achievement and general outcomes the district is held accountable for under No Child Left Behind. Finally, as budget and staffing patterns are adjusted to accommodate serving more students within district, our teachers and support staff will be retained at a higher rate and the possibility of hiring additional staff will be a necessary consideration. In light of the current economic situation our district is facing, retaining our own staff and the potential to provide additional employment opportunities within the community is significant.


Planning for Change

The systems change required to fully implement this initiative will take *several years* and require significant planning, parent/community awareness and involvement, a reallocation of resources and a comprehensive staff development plan. This effort will be aided by district participation in a national pilot project funded by the U.S. Department of Education. A district team is currently in the process of working with consultants from the Illinois State Board of Education and the national Data Accountability Center to further analyze district data and to prepare a long range plan to address eligibility and least restrictive environment issues.

Proposed Special Education Service Delivery Options at a Glance

1. **Expansion of Early Childhood Special Education Program**
 - Provide a full day program designed specifically for students on the autism spectrum (ages 3-5)
 - Create guidelines and opportunities for placement of more students in our district program; implement maximum supports to ensure student success in lesser restrictive environments
 - Provide more inclusion opportunities for EC students in the at-risk program
2. **Expanded Resource Services/Supports in the General Education Setting for Kindergarten**
 - Create guidelines and opportunities for placement of more students in our district programs; increase services and supports available in the general education setting to allow for an increase in inclusion opportunities
 - Full day programming allows inclusion opportunities for core instruction; pull-out related services, resource services and additional academic/social interventions provided in the afternoon
3. **Implement an Additional Level of Service/More Inclusive Options Grades 1-6**
 - Create guidelines and opportunities for placement of more students in lesser restrictive environments (students in separate facilities considered for placement in self-contained)
 - Provide a full continuum of in-district services/supports to include more students in general education classrooms for longer periods of time
4. **Reconfiguration of Service Delivery Models at Central Junior High**
 - Offer additional options for placement/support across ALL content areas
 - Expand science & social studies support including pull-out resource services/co-teaching
 - Individualize student placement in content area classes to better meet the diverse needs of our students across all areas of instruction.
 - Cross grade level grouping considerations for LA/Literature and Mathematics
 - Streamline “block” and “self contained” services; Essentials reading and math courses
 - Provide intensive interventions in reading and mathematics in addition to “core” instruction for students at- risk and with special education needs


ILLINOIS DATA ANALYTICS PILOT PROGRAM




Individuals with Disabilities Education Act (IDEA) Data
Implementation Study School Districts (ISD)

Presentation to the Board of Education

February 16, 2011




Data
Accountability
Center




IDEAs
that
Work

U.S. Office of Special
Education Programs



**Data Accountability Center, U.S. Dept. of Education, OSEP
Illinois State Board of Education (ISBE) Division of Special Education Services**



Data
Accountability
Center


Individuals with Disabilities Education Act (IDEA) Data

Overview of Pilot Program

- **National Data Accountability Center (DAC) works in partnership with state and school districts to study “problems” in education**

- **Illinois the first state to implement; six districts chosen to participate**

- **Illinois Outcome: Increase the number of students with disabilities having access to the general education curriculum; least restrictive environment (LRE)**

 **Team Members**

Kathy Hatzcel-Assistant Superintendent for Curriculum and Assessment

Jennifer Volpe-Executive Director of Student Support Services

Jeff Nightingale-Principal, Northeast Elementary School


Rita Sparks-Principal, Central Junior High


Mary Flanagan-Coordinator, Student Support Services

Sandy Schmitz-Data Accountability Center (DAC) Facilitator


Melanie Fleenor-ISBE Principal Educational Consultant

Susan Shallcross- ISBE Principal Educational Consultant





In March the team is planning to expand district membership to include additional representatives from general education and special education staff.

 **District Improvement Goals**

District Improvement Plan (2010-2012) Goal 4 addresses Least Restrictive Environment (LRE) and the number of students who qualify for an IEP....

Accurately identify and determine appropriate placement in the least restrictive environment for students requiring special education; 3% of students with an IEP will receive services within the multi-tier Rtl model ; increase by 3% the number of students served in a less restrictive environment

Overview of Problem Solving Model



The team attends 3 trainings : January , February and fall of 2011

The DAC/ISBE model for this program involves 3 phases:

1. Preparation

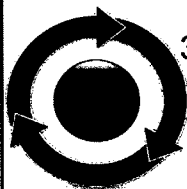
-identify relevant data to address a problem or concern

2. Inquiry

-conduct data analysis to generate a hypothesis
-test hypothesis

3. Action

-plan for improvement
-evaluate progress towards measurable goals



Systems Level Data Analysis



- Core instruction in academics, behavior & social/emotional learning
- Service delivery models ; program evaluation
- Allocation of human & fiscal resources
- Compliance with federal (IDEA) and state regulations





Pilot Process

- ❖ February Presentation to all district staff
- ❖ February meeting with DAC/ISBE: analyze additional data collected
- ❖ Draft a detailed implementation plan
- ❖ Inform Board & All stakeholders
- ❖ Plan implementation
- ❖ October meeting: analyze data, evaluate plan, & make changes if necessary

ISBE “Problem” Identification



For more than three years, the State of Illinois has reported percentages of students with disabilities included in regular classrooms 80% or more of the day at a *lower rate than the national average.*

Based on Illinois State Board of Education (ISBE) Educational Environment Data

What is Educational Environment (EE) ?

- Educational Environment

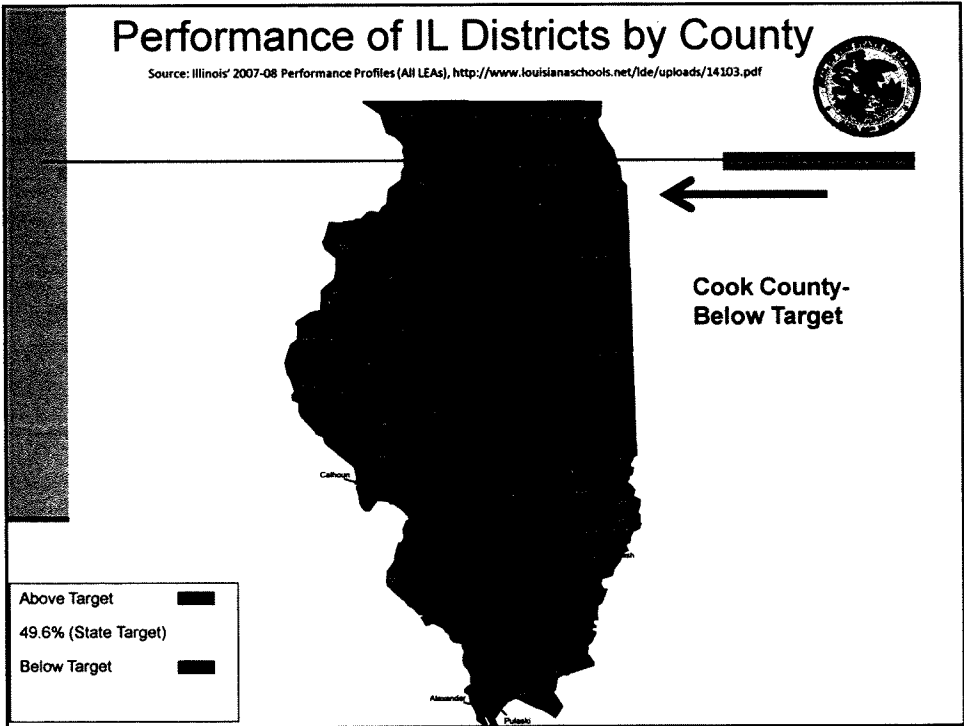
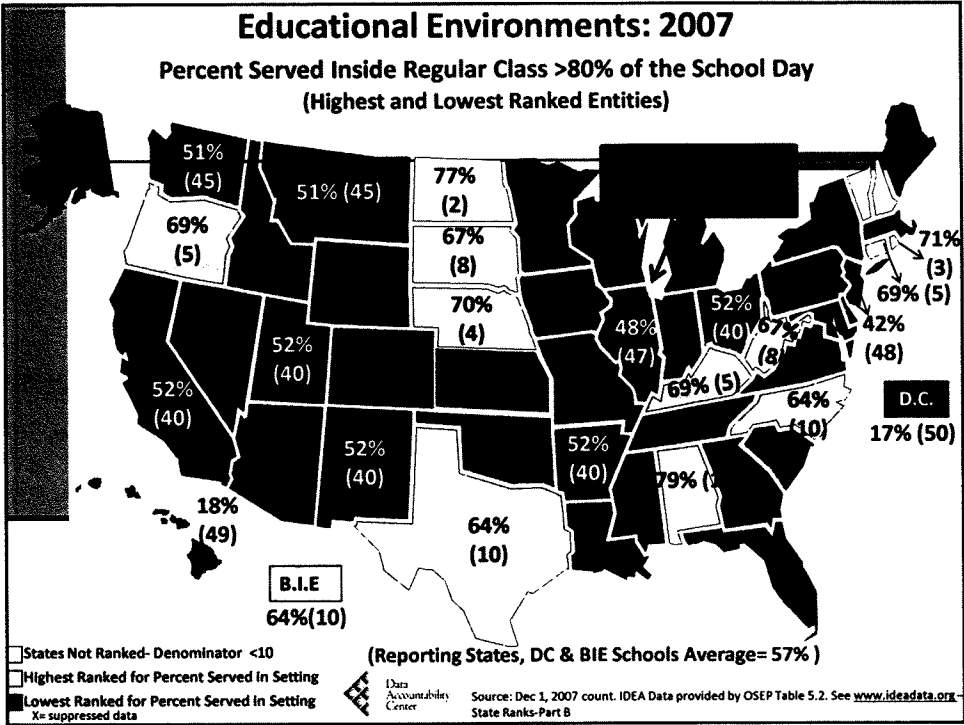
The setting in which a student receives special education services

- Least Restrictive Environment

Removal of children with disabilities from the general education environment occurs *only* if the nature or severity of the disability is such that education in regular classes *with the use of supplementary aids and services cannot be achieved satisfactorily*

Research Findings for General Education Placement

- Students with disabilities in general education classrooms show academic gains in a number areas
- Students in general education classes show improved social & communication skills
- Instructional strategies found in inclusive classrooms are beneficial to *ALL* learners



State Performance Plan Targets



≥ 80% of time inside general classroom: >49.6%

40-79% of time inside general classroom: no target established

<40% of time inside general classroom: <18.9%

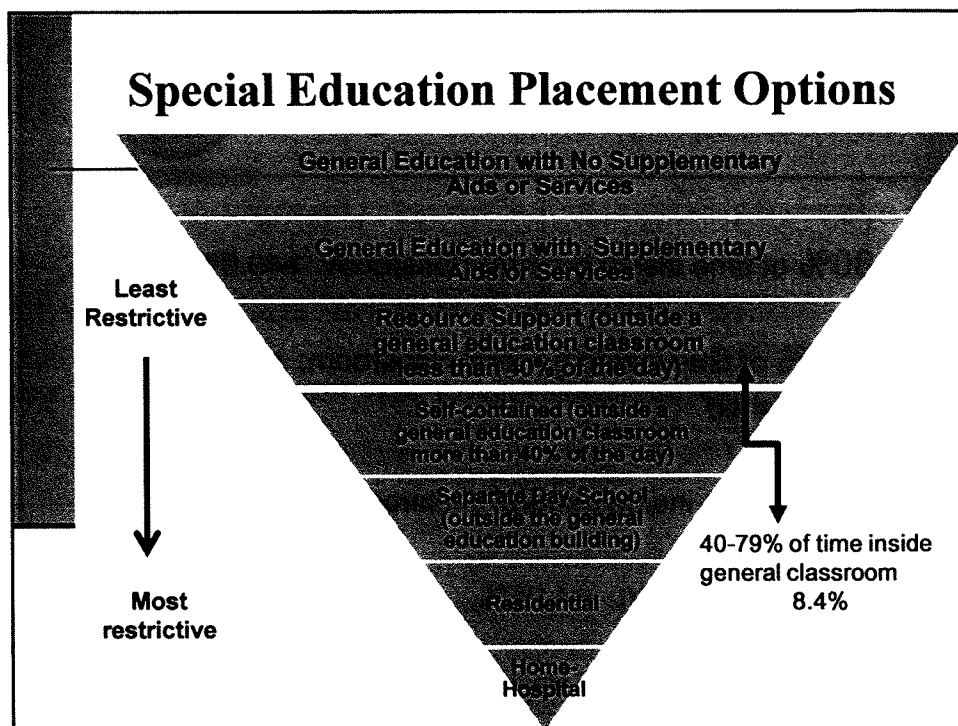
Separate facility: <4.25%


HOW DO WE COMPARE WITH THESE TARGETS?????



Educational Environment Data 2009-2010

2009-2010	Percent	of time	In General	Education
	≥ 80%	40-79%	<40%	Separate Facility
District 124	52.6	8.4	26.7	12.2
Coop	49.0	21.0	15.1	15.0
All Elem Districts	58.7	20.7	15.5	5.0
SPP State Target	>49.6	No target	<18.9	<4.25





Special Education Profile 2008-2009

- The Profile is compiled by the State Board of Education each school year to track district data
- Most current profile identified 24.1% of our students identified with a disability
- Current district data indicates approximately 20% of our students are identified with a disability
- Disability categories identified at much higher rates than other elementary districts in Illinois; Specific Learning Disability, Emotional Disability, Other Health Impaired & Speech/Language



Special Education Profile 2008-2009

2008-2009 Illinois Special Education Profile
 Illinois State Board of Education
 Department of Special Education

EVERGREEN PARK ESD 124
 EVERGREEN PARK, ILLINOIS
 Member of AERO Open Educ Coop

- EP: % of students with an IEP 24.1
 State: 14.9
- EP: % of Specific Learning Disability 8.4
 State: 4.9
- EP: % of Emotional Disability 2.1
 State: 0.88
- EP: % of Other Health Impaired 2.74
 State: 1.29
- EP: % of Speech/Language 6.23
 State: 5.05

Section One: Background Information

Student Population		Students with IEP**	
	Total Students	Enrollment	Percent
District	1,076	663	61.1
Comparison	22,191	3,422	15.4
All State, Selected	626,041	26,967	4.3
State	3,128,082	214,325	6.8

Percent of Students by Race / Ethnicity						
	All Students	White	Black	Hispanic	Asian/Pacific	Native American
District	100.0	85.3	12.9	11.8	1.1	0.5
Comparison	100.0	85.4	12.9	11.9	1.1	0.5
All State, Selected	100.0	85.3	12.9	11.8	1.1	0.5
State	100.0	85.3	12.9	11.8	1.1	0.5

Percent of Students in Each Disability Category						
Disability Category	Percent of All Students			Percent of Students with IEP		
	Enrollment	Crude	All Spec. Education	Enrollment	Crude	All Spec. Education
Autism	1,237	0.116	0.121	6,546	0.88	4.70
Cognitive Disability	8,808	0.821	0.863	1,109	0.31	4.46
Deafness	6,800	0.636	0.669	6,020	0.85	6.18
Deaf-Blindness	6,800	0.636	0.669	6,020	0.85	6.18
Developmental Delay	2,804	0.264	0.285	8,885	0.86	6.28
Emotional Disability	2,191	0.207	0.222	1,176	0.33	3.78
Hearing Impairment	6,191	0.581	0.617	6,888	1.17	1.38
Multiple Disabilities	6,205	0.582	0.618	6,888	1.17	1.38
Orthopedic Impairment	6,205	0.582	0.618	6,888	1.17	1.38
Other Health Impairment	2,742	0.258	0.276	1,228	0.36	4.41
Specific Learning Disability	6,496	0.608	0.644	6,116	0.88	6.80
Speech or Language Impairment	4,837	0.454	0.482	3,267	0.52	2.80
Traumatic Brain Injury	6,205	0.582	0.618	6,888	1.17	1.38



Initial Data Analysis

1. Percentage of students placed in outside separate facilities in district has increased; state average has decreased
2. Improvements are noted in the percentage of students educated in general education environment for 80% or more of the school day
3. Students are included in the general education environment at either a high rate or very infrequently
4. Development of more intermediary service delivery is needed
5. Review of additional data is required
6. Special education policy and procedures review
7. Lack of standard eligibility entrance/exit criteria across the district; release students from services when no longer eligible



Department of Education
 12000 120th Avenue, S.E.
 Bellevue, WA 98005
 206.462.3000

Problem Statements


- For at least the past 6 years District 124 has over-identified the number of students eligible for special education services
- The categories of Specific Learning Disability (SLD), Emotional Disability (ED), Other Health Impaired (OHI) and Speech/Language have unusually inflated percentages
- Students are placed in more restrictive environments than necessary



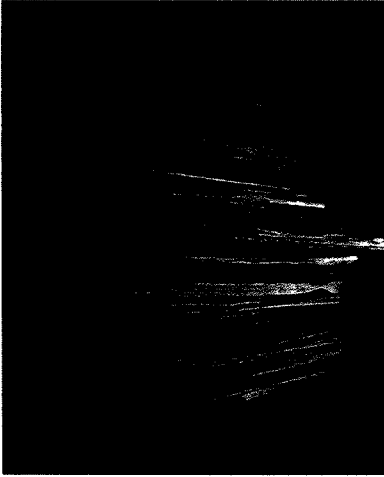
Department of Education
 12000 120th Avenue, S.E.
 Bellevue, WA 98005
 206.462.3000

Hypotheses Statements


1. The lack of a full continuum of placement options available in the district result in a disproportionate percentage of our students educated in more restrictive environments
2. District procedures & lack of available supports for students who do not meet benchmarks result in a disproportionate percentage of students identified as eligible for special education



Additional Data



- ✓ Staff /Parent Surveys, Interviews
- ✓ IEP File Reviews
- ✓ Review of Special Education Policies/ Procedures
- ✓ Disaggregate/Analyze ISBE Data
- ✓ Data Verification



Initial Efforts 2010-2011

1. ***Specific Learning Disability***: Advanced RtI training/coaching, set eligibility criteria and use of new direct instruction interventions
2. ***Emotional Disability***: Functional Behavior Assessment/Behavior Plan training/coaching and Aimsweb behavior pilot; explore additional SEL instruction
3. ***Other Health Impaired***: 504 training for building teams on how to evaluate and appropriately qualify students
4. ***Speech/Language***: Increase use of articulation/language groups; use of new explicit instruction language program




Future Efforts

- EC Autism Program (ages 3-5)
- Increase inclusion opportunities and placements for EC & Kindergarten students
- Service delivery models grades 1-6
- Central Junior High program changes

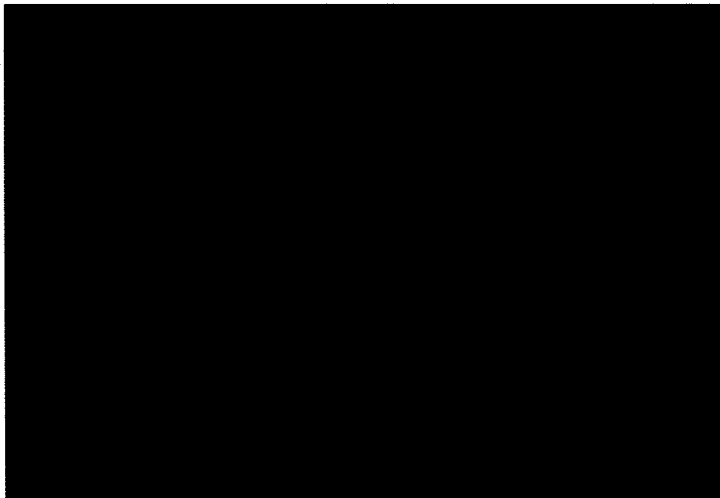


Considerations for Our District

- LRE Supported by research; good for *ALL* kids
- Special Education subgroup not meeting/exceeding on ISAT
- Increases self efficacy & test scores
- Promotes an appreciation for diversity
- More students will learn in their community or home school
- Requires a reallocation of resources; keep *our* teachers and staff working with *our* kids in *our* schools!!



National Recognition



Summaries of Research on Educating Students with Disabilities in the LRE

1. Moore, C. & Gilbreath, D. (1998)

Educating students with disabilities in general education classrooms: A summary of the research. Western Regional Resource Center,

<http://www.rfcnetwork.org/content/view/242/47>

2. The United States Department of Education's 21st Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (April, 2000)

III-21 – III-27

<http://www.ed.gov/about/reports/annual/osep/1999/index.html>

Programming 2011-2012

February 16, 2011

Current Class Size

- General Education – Elementary 22.7
- General Education – Junior High 22.7

Elementary General Education Classrooms – Northeast School

Grade Level	2010-2011	2011-2012
Kindergarten	2	2
Grade 1	2	2
Grade 2	2.5	2
Grade 3	2.5	2
Grade 4	2	2
Grade 5	3	2
Grade 6	2	3

Elementary General Education Classrooms – Northwest School

Grade Level	2010-2011	2011-2012
Kindergarten	2	2
Grade 1	2	2
Grade 2	1	2
Grade 3	1.5	1.5
Grade 4	1.5	1.5
Grade 5	1.5	1.5
Grade 6	1.5	1.5

Elementary General Education Classrooms – Southeast School

Grade Level	2010-2011	2011-2012
Kindergarten	2	2
Grade 1	2	2
Grade 2	2	2
Grade 3	2	2
Grade 4	2	2
Grade 5	2	2
Grade 6	2	2

Elementary General Education Classrooms – Southwest School

Grade Level	2010-2011	2011-2012
Kindergarten	2	2
Grade 1	2	2
Grade 2	2	2
Grade 3	2	2
Grade 4	2	2
Grade 5	2	2
Grade 6	2	2

Elementary Special Programs

Program	2010-2011	2011-2012
Art	3	3
Music	3	3
Technology	2	2
Physical Education	4	4

Elementary and Jr. High Band

2010-2011	2011-2012
1	1

Junior High Core Classes Language Arts, Math, Science, Social Studies, Physical Education

Grade	2010-2011	2011-2012
7 th Grade	12	12
8 th Grade	12	12

Junior High Quarters Classes Spanish, Music/Drama, Art, Applied Arts, Technology

	2010-2011	2011-2012
Staff	5	4 (5)
Class Size	18.1	20.8 (16.6)

Special Education Self-Contained

2010-2011	2011-2012
11 Classrooms	11.5 Classrooms
<ul style="list-style-type: none"> • Continuity • Autism EC • Least Restrictive Environment 	

Special Education Self-Contained

Grade Level	2010-2011	Grade Level	2011-2012
EC	2 (4-half days)	EC	1.5 (3 half-days)
K-1	2	EC	1 (full-day autism)
1-2	1	K-2	2
2-3	1	3-4	2
4	1	5-6	3
5	1	7-8	2
6	1		
7-8	2		
Total	11	Total	11.5

Special Education Resource

	2010-2011	2011-2012
Elementary Staff	8.5	7 *
Jr. High Staff	4	4 **
* Projected students = 68 ** Projected students = 54		

Special Education Staff

	2010-2011	2011-2012
Speech	6.5	7.0
Social Work	6.0	6.0
Psychologist	2.5	3.5

English Language Learners

	2010-2011	2011-2012
ELL Staff	6.2	6.2

Pre-Kindergarten At-Risk

2010-2011	2011-2012
3 half-day classes	3 half-day classes

At Risk and Title I (Northeast and Southeast)

	2010-2011	2011-2012
At-Risk	2	2
Title I	2	2

- ### Non-Certified Staff
- Teacher aides based on student needs
 - Health aides, media aides, secretaries – no change

Financial Implementations 2011-2012

Multi-age @ NE	-1.0		-\$48,000 *
2 nd Grade @ NW	+1.0	+\$48,000	
JH Quarter Classes	-1.0		-\$90,000
Sp. Ed. Self-Cont.	+5	+\$24,000	
Sp. Ed. Resource	-1.5		-\$72,000
Psychologist	+1.0	+\$52,000	
S/L Pathologist	+5	+\$26,000	
Totals		<u>+150,000</u>	<u>-\$210,000</u>
Difference			<u>-\$ 60,000</u>

*MA, Step 5

Students Placed Outside the District

- 5 students have or will return from AERO before August 2011. \$ 127,291 tuition saved
- By creating an Early Childhood Autism classroom with approximately 9(?) students, there will be a savings of \$50,920
 - Tuition Saved: \$177,720
 - Expenses: \$126,800
 - Difference: \$ 50,920

Anticipated Savings for 2011-12

- Staffing \$ 60,000
- Return from AERO \$127,291
- Autism classroom \$ 50,920
- Total \$238,211

REVISED

PERSONNEL RECOMMENDATIONS

February 16, 2011

Certified Personnel

Resignation

Name	Date	Position
Karen Hayes	1-11	3 rd Grade Teacher – SE

Classified Personnel

Addition

Name	Date	Position
Ann Klioris	2-1-11	.5 Teacher Aide – NW
Jamie Anderson	2-16-11	Teacher Aide – NW