



ILLINOIS DEPARTMENT OF JUVENILE JUSTICE
BOARD OF EDUCATION
AGENDA

J.B. Pritzker
Governor

Heidi Mueller
Director

Dr. Sophia Jones-Redmond
Superintendent of Schools

Regular Meeting
WebEx Video Conference Call

May 15, 2020
9:30 a.m.

Legend: AI= Action Item DI= Discussion Item IO= Information Only

Department of Juvenile Justice Mission Statement:

Building youth skills and strengthening families to promote community safety and positive youth outcomes.

- IO 1.0 CALL TO ORDER
 - 1.1 Roll Call

- AI 2.0 CONSENT AGENDA
 - 2.1 Approval of Agenda
 - 2.2 Approval of Minutes January 17, 2020

- IO 3.0 PUBLIC PARTICIPATION

- IO 4.0 PRESIDENT'S REPORT
 - IO 4.1 Mitigation Report - COVID-19 Update

- IO 5.0 SUPERINTENDENT'S REPORT
 - IO 5.1 Curriculum Council Retreat and Updates
 - IO 5.2 Pearson Live Lessons (Virtual Teaching)
 - IO 5.3 SAT Spring 2020 Assessment Window
 - IO 5.4 2020 Connexus Professional Development - Aftercare
 - IO 5.5 Special Education Monthly Data Summary
 - Narrative for December 2019 / January 2020
 - Narrative for February 2020 / March 2020

- AI 5.6 Special Education Administrative Directives (Policies)
- IO 5.7 CTE Update
 - Warrenville Grand Opening Celebration
 - Perkins - CLNA Update

- IO 6.0 BOARD DISCUSSION ITEMS

- AI 7.0 ADJOURNMENT:
Next Board of Education Meeting is Friday, July 17 at 9:30 a.m.
Aftercare Conference Room, Chicago

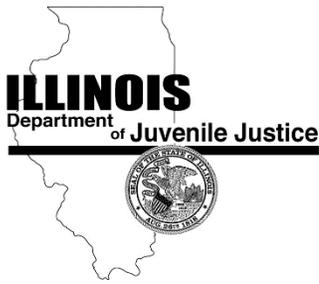
1.0 CALL TO ORDER

1.1 Roll Call

2.0 CONSENT AGENDA

2.1 Approval of Agenda

2.2 Approval of Minutes of January 17, 2020



**ILLINOIS DEPARTMENT OF JUVENILE JUSTICE
BOARD OF EDUCATION**

J.B. Pritzker
Governor

Heidi Mueller
Director

**Illinois Department of Juvenile Justice School District #428
Board of Education Meeting Minutes
Minutes – January 17, 2020**

- CALL TO ORDER** **1.0** A regularly scheduled meeting of the Board of Education was called to order by Member David Green on behalf of President Heidi Mueller, on Friday, January 17, 2020 at 9:32 a.m. at the Aftercare Conference Room, Chicago, IL.
- ROLL CALL** **1.1** Roll call by Recording Administrative Assistant, Susana Tirado, resulted in the following: Board Members answered Present: Mr. David Green; Dr. Heather Dalmage; Mr. Patrick Griffin and Dr. Shawn Jackson. Member Jennifer Vidis arrived at 9:51 am.
- Board Members Absent: President Heidi Mueller
- Others Present: Dr. Sophia Jones-Redmond, Superintendent of Schools; Dr. Bambi Bethel-Leitschuh, Director of Special Education; Mr. Ricardo D. Johnson, Career and Technical Education Director; Susana Tirado, Administrative Assistant to Superintendent of IDJJ-SD#428 and Recorder; Mr. Manoel Ferreira, Educator, Ms. Willa Taylor, to be sworn in as Board of Education Member and Mrs. NeAngela Dixon, Chief Legal Counsel (on the open conference phone line). Laurence Roper arrived at 10:31am.
- Others Absent: Dr. Tresa Dunbar, Assistant Superintendent of Schools
- CONSENT AGENDA** **2.0** As follows.
- APPROVAL OF AGENDA** **2.1** On behalf of the President Mueller, Member David Green motioned to move the approval of the January 17, 2020 agenda. Member Dalmage motioned to approve the agenda and Member Jackson seconded.
- Voice Vote
Aye: Unanimous
Nay: None
Motion Carries
- APPROVAL OF
NOVEMBER 15, 2020
MINUTES** **2.2** On behalf of the President Mueller, Member David Green motioned to move the approval of the minutes for November 15, 2020. Member Dr. Dalmage motioned to approve the minutes and Member Griffin seconded.
- Voice Vote
Aye: Unanimous
Nay: None
Motion Carries

- PUBLIC PARTICIPATION** 3.0 Educator Mr. Manoel Ferreira introduced himself to the Board of Education Members as the Science Educator at Samuel Sublett Alternative High School and the GED Coordinator. Mr. Ferreira went on to announce that he is currently completing an Educational Leadership Program with the goal to become a Principal. As part of his academic requirements, he had to attend and observe a Board Meeting. This is his last semester of his program.
- PRESIDENT’S REPORT** 4.0 President Heidi Mueller was absent for this meeting.
- SWEARING IN OF NEW BOARD OF EDUCATION MEMBER MS. WILLA TAYLOR** 4.1 On behalf of the President, Member Mr. Green administered the swearing in of new Board of Education Member Ms. Willa Taylor. She read from the Oath of Office and was sworn in with her right hand up. The Oath of Office is attached to these minutes.
- NeAngela Dixon, Chief Legal Counsel, mentioned that the Public Act has expanded the Oath of Office and requested for Ms. Taylor to repeat after her. Chief Legal Counsel went on and recited the expanded language as Ms. Taylor, with her right hand up, repeated after her. Ms. Taylor signed the document. The expansion is also attached to these minutes.
- BIOGRAPHY: WILLA TAYLOR** 4.2 Ms. Willa Taylor introduced herself to the Board of Education Members. She has been working with The Goodman Theatre for about 12 years. She mentioned how she had three educational programs and now has expanded successfully to fifteen. She serves people from the 3rd grade up to age 94 and hopes to be an asset to the Board of Education. The Board Members introduced themselves to Ms. Willa Taylor as well.
- Dr. Jones-Redmond mentioned there will be professional development going on with the Goodman Theatre, with 14 educators currently going. Dr. Jones-Redmond also stated that the document that was signed by the Board of Education President, Heidi Mueller, was filed with the Secretary of State and a copy went to the Governor, the Lieutenant Governor, and the Illinois State Board of Education. This has been officially filed and Ms. Taylor was officially sworn in. At this point, there were five board members present.
- SUPERINTENDANT’S REPORT** 5.0 As follows in the sections below.
- SCHOOL DISTRICT #428 ALL-STAFF MEETING SPRINGFIELD 2019** 5.1 Superintendent of Schools Dr. Jones-Redmond updated the Board Members about the All-Staff Meeting that took place in Springfield. The All-Staff Meeting was attended by all the school staff, including the Juvenile Justice Specialists. Warrenville’s Assistant Superintendent of Programs also attended the All-Staff meeting. Dr. Jones mentioned that we are making more collaborative efforts. DJJ Educators got together as a team with David Fischer, our facilitator, and were trained on how to create a trauma-informed environment. Dr. David Fischer is working on a “Toolkit” and working with the school staff, counselors, teachers, and principals so that each school is individually helped in accordance to its own needs in creating trauma-informed environments.
- PRINCIPAL RETIREMENT** 5.2 Dr. Jones-Redmond stated that a Principal retired. Mr. Butler from IYC Harrisburg/Booker T. Washington Alternative High School has retired, his last day being in November. He was the longest serving Principal. He is still around as we are working on getting him in a temporary capacity to help support some of our efforts. We have a temporary assigned person in the Principal position. Hopefully in the end of January or beginning of February, Dr. Dunbar and Dr. Jones-Redmond will conduct interviews to fill the Prinvi8pal vacancy at Booker T. Washington Alternative High School.

**SCHOOL DISTRICT #428
SAT UPDATES**

5.3 Dr. Dunbar is absent on this date, but Dr. Jones-Redmond shared Dr. Dunbar’s passion about the SAT update. This is very exciting news. We are in the process of having every site, all our schools, have the ability to give out the SAT, ACT, and PSAT tests. We are slowly getting approvals for our schools to be able to provide this service to our youth.

**ILLINOIS JUVENILE
JUSTICE LEADERSHIP
COUNCIL**

5.4 Dr. Jones-Redmond further mentioned that she has been invited to “Beyond a Panel” with the Illinois Juvenile Justice Leadership Council. It is a big conference. She stated that she will be serving on this panel on January 28, 2020 from 11:30am to 2:30pm. This panel is on education. This is a big honor for her. Regarding the panel, President Heidi Mueller is the Co-Chair.

**GOODMAN THEATRE
PARTNERSHIP AND
PROFESSIONAL
DEVELOPMENT UPDATE**

5.5 Superintendent Dr. Jones-Redmond stated that she has been working with The Goodman Theatre for about two years. There have been some great outcomes working with Goodman Theatre. She provided a draft of a document that outlines the three different tasks that are being worked upon - #ENOUGH, The Teacher Workshop Series, and Teaching August Wilson. She asked the new board member, Willa Taylor, to talk about #ENOUGH.

Willa Taylor mentioned that Michael Cody, a Director from Milwaukee, was working with The Goodman Theatre. She stated that Mr. Cody started a national ten-minute play competition called #ENOUGH, with the purpose of have artists being more involved in trying to find a solution to end gun violence. This competition is for youth 6th to 12th grade. Between the beginning of the year and the end of April 2020, youth can submit their play to the competition and will be judged by famous playwrights David Henry Wong, Lauren Gunderson, and Sarah Rule, all of whom have worked at The Goodman Theatre in some capacity. In December, after the 10 best plays are chosen, on the anniversary of the Columbine Shooting, there will be readings all over the country of the plays. There is a commitment of developing the expertise of IDJJ teachers to support students who may be interested in working on these plays. So, we will conduct a play-writing workshop for teachers on January 22, 2020. Then, support will be provided for the students wanting to participate in this.

“Teaching August Wilson” workshops are about the 20th century cycle in all ten of those plays. We look at different aspects of the play. Last season we looked at the women of August Wilson. In the current session, working with teachers, we will look at toxic masculinity in his plays. For IDJJ, we will be looking at how to teach history through the 20th century cycle. So instead of looking at the plays chronologically in the way they were created, we will be looking at the plays chronologically in the time-frame that they met. Starting with Jill at the Ocean when we first meet Esther and learn about the city of bones and traveling all the way through with Barack Obama’s inauguration.

The third project is professional development workshops and play viewing. There is a group project, in which the producer speaks to us and so does the writer. March 12 and April 30th are our next projects. We are increasing our abilities of teaching and have a robust curriculum, not just on the computer but infusing history, not only history but how history informs us today.

**OCTOBER AND
NOVEMBER 2019
SPECIAL EDUCATION
REPORTS**

5.6 Per Dr. Bethel-Leitschuh, we have embarked on our new computerized IEP program called EMBRACE. One of the options we are looking at is a more customized report to present to you, based on more demographic information and data from that program. She mentioned that the Special Education Department had an EMBRACE training.

She also mentioned Text-to-Speech, as an update, with Pearson Connexus Program. We had to involve another agency, which is our Department of Innovation and Technology.

They have since worked with the vendor to test the Text-to-Speech accommodation option in our computer system, so that our youth with below reading level skills, both general education and Special Education, will have access to that Text-to-Speech option. It is a simple technique that is being used by over 800 school districts in our state, but it was a security issue for our School District. As of this week, the first test run has been very successful with our Special Educators and their computers. The next step is doing inventory on head-sets, so that we have enough for all our youth.

Some new staff are in process of being on board. One Special Education Educator resigned last December from IYC-Warrenville/Maya Angelou. We had a smooth transition because our new Special Education Educator started January 2, 2020. She has a background in alternative education with youth our age. So, she is going through some training and will start next week. Also, we have two other teachers that will be with us within the next two weeks, at IYC -Harrisburg. We will start having a more developed continual services with the co-teaching model.

We are at another start with ISBE, who has reached to us to be more involved with the transition of the youth in Aftercare. It is still a proposal/thought, still getting confirmed on their side, to help with the relationship between when our youth leave with the self-involvement, Aftercare's involvement, and the home's involvement, to revise the ongoing support for those youth. Funding has not been approved yet.

Finally, the other initiative is that we have been approached with the committee that is being formed through Becom with re-entry to the work force because we know our youth, many of them we believe do not go into re-entry into their home-school yet, are in their community. So, there will be more updates on this. This is a more federal to state to agency involvement.

Dr. Jones-Redmond acknowledged Dr. Bethel-Leitschuch and recognized how the School District has improved so much by all the team work that is being done.

**NOVEMBER AND
DECEMBER 2019
PRINCIPAL DATA AND
EDUCATION REPORTS**

- 5.7 Dr. Jones-Redmond asked the Board to turn to a page on the Board Packet to view the graduation rate of the youth with high school diplomas and GED Certificates. She stated that our first goal is to help youth earn a high school diploma because we are a high school. Not all youth meet the requirements for a high school diploma; therefore, after looking at age and all their abilities, we can waive it and offer the GED program. We also have elementary school graduates, as shown in the reports. It is great to report that as our number of youth decline our number of graduates is going up.

In addition, Dr. Jones-Redmond mentioned that the ISBE delegation has been visiting the facilities and has thus far been to three of our five facilities. They are visiting because they want to know what we do and what they can do to help. They are getting a list as to what can be done, including helping our youth get CPDUs for PD.

CTE UPDATE

- 5.8 Mr. Ricardo D. Johnson acknowledged how when he first started with IDJJ, Dr. Bethel-Leitschuh openly help him throughout his first step in the journey of working with IDJJ. For instance, she connected him with key people in Springfield pertaining to his job functions. Mr. Johnson expressed sincere appreciation to the assistance that Dr. Bethel-Leitschuh has provided to him. Next he mentioned that ISBE is in the process of transitioning our School District into the Perkins V. Act. In the past we only received CTEI funding, which is state funding. The Perkins V was reauthorized in 2018 and effective fiscal year 2021 all IDJJ youth will have receive career and technical education training.

He also mentioned that Larry Roberts' Barber and Cosmetology Programs began with a soft opening. The Barber program began with nine youth at IYC-Chicago and then at Warrenville the Cosmetology Program will open with six youth. Dr. Jones-Redmond briefly congratulated Mr. Johnson for implementing the Barber and Cosmetology programs at the Chicago and Warrenville facilities.

Mr. Johnson went on to his third item of the agenda, in conjunction with the new Larry Roberts program being implemented, is that we are in the process of recruiting CTE teachers on a provisional basis to come on board with IDJJ #428. We have had positions posted, but have not received any qualified applicants. ISBE authorizes school districts who are having problems or concerns with recruiting qualified teachers to recruit provisional CTE educators. They are educators that have worked 2000 hours in the industry as well as at least have an associate degree. We have identified one young lady with over 31 years of experience as a cosmetologist, so she has been targeted for IYC Chicago. We are still looking for an educator for IYC-Warrenville. As part of the provisional, which is under Dr. Jones-Redmond's Superintendent's license, Dr. Jones mentioned that she is making the Board of Education aware that she plans to offer a Provisional License to a candidate that the School District interested in hiring. The candidate will still have to go through the Rutan hiring process. The candidate's provisional was approved by IBSE, so now this person has a Provisional CTE license and qualifies to be a teacher.

**BOARD DISCUSSION
ITEMS**

- 6.0** A board member asked if the YAP program did start in December as it was mentioned in the last minutes packet. Per NeAngela Dixon, Chief Legal Counsel, it is being worked on, but there is no exact date as to when. It is forthcoming.

YAP is the Youth Advocate Program. An intensive mentoring program for at-risk youth. It is a way for the director to decide, once someone has been convicted to IDJJ can be served at home. This can be very revolutionary, but very slow.

ADJOURNMENT:

- 7.0** On behalf of the President Mueller, Member David Green motioned to adjourn the Board of Education meeting and Member Dr. Dalmage seconded. Members were all in favor.

Voice Vote

Aye: Unanimous

Nay: None

Motion Carries

Meeting adjourned at 11:10 a.m.

Next Board of Education Meeting will be Friday, January 17, 2020 at 9:30 a.m.

Aftercare Conference Room, Chicago

Section 2 - School Board

Board Member Oath and Conduct

Each School Board member, before taking his or her seat on the Board, shall take the following oath of office:

I, (name), do solemnly swear (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education of Illinois Department of Juvenile Justice School District #428, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

I further swear (or affirm) that:

I shall respect youth privacy and protect the confidentiality of individual youth information.

I shall encourage and respect the free expression of opinion by my fellow Board members and others who seek a hearing before the Board, while respecting the privacy of students and employees;

I shall recognize that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board meeting; and

I shall abide by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels.

The Board President will administer the oath in an open Board meeting. In the absence of the President, the Board member with the longest service on the Board will administer the oath.

The Board adopts the Illinois Association of School Boards' *Code of Conduct for Members of School Boards*. A copy of the *Code* shall be displayed in the regular Board meeting room.

LEGAL REF.: 105 ILCS 5/10-16.5.

CROSS REF.: 1:30 (School District Philosophy), 2:20 (Powers and Duties of the School Board; Indemnification)

ADOPTED: July 20, 2018

Section 2 - School Board

Exhibit - Board Member Code of Conduct

As a member of my local School Board, I will do my utmost to represent the public interest in education by adhering to the following standards and principles:

1. I will represent all School District constituents honestly and equally and refuse to surrender my responsibilities to special interest or partisan political groups.
2. I will avoid any conflict of interest or the appearance of impropriety which could result from my position, and will not use my Board membership for personal gain or publicity.
3. I will recognize that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a Board meeting.
4. I will take no private action that might compromise the Board or administration and will respect the confidentiality of privileged information.
5. I will abide by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels.
6. I will encourage and respect the free expression of opinion by my fellow Board members and will participate in Board discussions in an open, honest and respectful manner, honoring differences of opinion or perspective.
7. I will prepare for, attend and actively participate in School Board meetings.
8. I will be sufficiently informed about and prepared to act on the specific issues before the Board, and remain reasonably knowledgeable about local, State, national, and global education issues.
9. I will respectfully listen to those who communicate with the Board, seeking to understand their views, while recognizing my responsibility to represent the interests of the entire community.
10. I will strive for a positive working relationship with the Superintendent, respecting the Superintendent's authority to advise the Board, implement Board policy, and administer the District.
11. I will model continuous learning and work to ensure good governance by taking advantage of Board member development opportunities, such as those sponsored by my State and national school board associations, and encourage my fellow Board members to do the same.
12. I will strive to keep my Board focused on its primary work of clarifying the District purpose, direction and goals, and monitoring District performance.

ADOPTED: July 20, 2018



Oath of Office

School board members, before taking their seats on the board, are required to take an official oath

Although most school boards traditionally marked the seating of new members with some form of ceremony, there was no official oath of office required for school board members until 2006. Additional language was added in 2018 ([Public Act 100-1055](#) effective January 1, 2019). This law requires that school board members, before taking their seats on the board, take an official oath that is in substantially the form presented below.

"I, (name of member or successful candidate), do solemnly swear (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education (or Board of School Directors) of (name of school district), in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

"I further swear (or affirm) that:

"I shall respect taxpayer interests by serving as a faithful protector of the school district's assets;

"I shall encourage and respect the free expression of opinion by my fellow board members and others who seek a hearing before the board, while respecting the privacy of students and employees;

"I shall recognize that a board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public board meeting;

"I shall abide by majority decisions of the board, while retaining the right to seek changes in such decisions through ethical and constructive channels;

"As part of the Board of Education (or Board of School Directors, as the case may be), I shall accept the responsibility for my role in the equitable and quality education of every student in the school district;

"I shall foster with the board extensive participation of the community, formulate goals, define outcomes, and set the course for (name of school district);

"I shall assist in establishing a structure and an environment designed to ensure all students have the opportunity to attain their maximum potential through a sound organizational framework;

"I shall strive to ensure a continuous assessment of student achievement and all conditions affecting the education of our children, in compliance with State law;

"I shall serve as education's key advocate on behalf of students and our community's school (or schools) to advance the vision for (name of school district); and

"I shall strive to work together with the district superintendent to lead the school district toward fulfilling the vision the board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development."

AN ACT concerning education.

**Be it enacted by the People of the State of Illinois,
represented in the General Assembly:**

Section 5. The School Code is amended by changing Section 10-16.5 as follows:

(105 ILCS 5/10-16.5)

Sec. 10-16.5. Oath of office. Each school board member, before taking his or her seat on the board, shall take an oath of office, administered as determined by the board, in substantially the following form:

I, (name of member or successful candidate), do solemnly swear (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education (or Board of School Directors, as the case may be) of (name of school district), in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

I further swear (or affirm) that:

I shall respect taxpayer interests by serving as a faithful protector of the school district's assets;

I shall encourage and respect the free expression of opinion by my fellow board members and others who seek a

hearing before the board, while respecting the privacy of students and employees;

I shall recognize that a board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public board meeting; ~~and~~

I shall abide by majority decisions of the board, while retaining the right to seek changes in such decisions through ethical and constructive channels; -

As part of the Board of Education (or Board of School Directors, as the case may be), I shall accept the responsibility for my role in the equitable and quality education of every student in the school district;

I shall foster with the board extensive participation of the community, formulate goals, define outcomes, and set the course for (name of school district);

I shall assist in establishing a structure and an environment designed to ensure all students have the opportunity to attain their maximum potential through a sound organizational framework;

I shall strive to ensure a continuous assessment of student achievement and all conditions affecting the education of our children, in compliance with State law;

I shall serve as education's key advocate on behalf of students and our community's school (or schools) to advance the vision for (name of school district); and

I shall strive to work together with the district

Public Act 100-1055

HB4768 Enrolled

LRB100 19225 AXK 34491 b

superintendent to lead the school district toward fulfilling the vision the board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.

(Source: P.A. 96-998, eff. 7-2-10.)

3.0 PUBLIC PARTICIPATION

4.0 PRESIDENT'S REPORT

5.0 SUPERINTENDENT'S REPORT

5.1 Curriculum Council Retreat

and Updates

**Illinois Department of Juvenile Justice
Board of Education**

Date: May 15, 2020	Subject: 5.1 Curriculum Council Retreat (March 27, 2020) and Updates
Initiated by: Dr. Tresa D. Dunbar	Attachments: None
Reviewed by: Director Heidi Mueller Superintendent Dr. Sophia Jones-Redmond	

BACKGROUND INFORMATION: The Curriculum Council holds monthly meetings to action plan instructional expectations around teaching and learning. Meetings consist of dialogue and sub-committee assignments which allow the team to explore areas of Curriculum, Blended Learning and Assessments. Best practice strategies are also explored around daily instruction. The team has representatives from every school and the information is shared during School Improvement Team meetings. Members also present in their weekly staff meetings by school.

CURRENT CONSIDERATION: During the 2019-2020 year, the Curriculum Council has continued its focus on understanding the expectations of the work required by our teaching staff. Over the last five months, the Council has had very intense, focused and targeted discussions on Blended Learning and the evidence of such practice in the district. The various sub-committees established, in the fall, are meeting and drilling down to their purpose, objectives and scope of work. Sub-committees are (1) Assessment, (2) Instructional Focus and Process, (3) Curriculum Materials and Alignment and (4) Professional Development. Each committee will deliver three goals and objectives, identify tasks, and provide information on next steps. We are developing partnerships with other districts around Assessment, Instruction and Curriculum. On March 27th, the Curriculum Committee had hoped to engage in a professional development retreat, where we will complete a draft outline of our Instructional Strategic Plan. This is in line with the Superintendent’s directive to have a one, three, and five-year plan around Teaching and Learning. Due to the COVID-19 restrictions, this retreat was placed on hold. The committee is meeting monthly virtually, to plan forward around next steps for instructional practices and student outcomes.

FINANCIAL CONSIDERATION: N/A

RECOMMENDED ACTION: The Administration respectfully requests the Board of Education accept this informational report as presented.

- Approval
- Information
- Discussion

BOARD ACTION _____

5.2 Pearson Live Lessons (Virtual Teaching)

**Illinois Department of Juvenile Justice
Board of Education**

Date: May 15, 2020	Subject: 5. 2. Pearson Live Lessons (Virtual Teaching)
Initiated by: Dr. Tresa D. Dunbar	Attachments: None
Reviewed by: Dr. Sophia Jones-Redmond Superintendent of Schools Heidi Mueller, Director	

BACKGROUND INFORMATION: The mission, vision and goals of School District #428, include providing all our youth the most current, research-based practices which provide our students with a variety of educational methods, to meet their diverse needs. Pearson Live Lessons is a program which provides the district with an opportunity to connect students with an enlarged group of courses (including electives), so that they may fulfill all Illinois requirements for a High School Diploma or GED. We are currently in the DoIT System in the Gate3 step to receive approval for this new initiative. We anticipate approval by September 2020.

CURRENT CONSIDERATION: Pearson Live Lessons is a component which the District has had in place for several years. Due to prior constraints around the connectivity issue and privacy issues, we have not sought to use this service. However, in 2019, after developing a better partnership with Doit, we were given the green light to begin the process of having this tool uploaded to all district student computers. Live Lessons contains over 240 programs of service in which a student can receive classroom instruction online in a variety of subjects. School District #428 would use this another tool to offer content subjects and electives to our youth, for which we have no certified teacher to teach at this time. This would not replace any teacher and is only to enhance instruction. Currently, we have cleared two of the gate processes associated with having this program available for use by all our youth, this includes our Aftercare Department. We anticipate this program being fully operational by September 2020.

FINANCIAL CONSIDERATION: N/A

RECOMMENDED ACTION: The Administration respectfully requests the Board of Education accept this informational report as presented.

- Approval
- Information
- Discussion

BOARD ACTION _____

5.3 SAT Spring 2020 Assessment Window

**Illinois Department of Juvenile Justice
Board of Education**

Date: May 15, 2020	Subject: 5.3 SAT Spring 2020 Assessment Window
Initiated by: Dr. Tresa D. Dunbar Assistant Superintendent of Schools	Attachments: None
Reviewed by: Dr. Sophia Jones-Redmond Superintendent of Schools Heidi Mueller, Director	

BACKGROUND INFORMATION: The Scholastic Aptitude Test (SAT) are assessments given to students during their Junior and Senior year of High School. During the 2019-2020 school year, further emphasis has been placed on IDJJ #428 youth having access to these College Readiness Assessments in all five schools. Partnerships have been formed to allow IDJJ#428, to become National Testing Sites. As a precursor to this process, School District #428, will participate in the Illinois Spring Administration in 2020. The process is rigorous and involves several highly monitored levels. All levels must be completed to the satisfaction of The College Board before schools are awarded National Site Levels.

CURRENT CONSIDERATION: All School District #428 Schools, will participate in the Illinois Spring Assessment Window. Two schools were scheduled to participate in the assessment on 3/25/20-Maya Angelou and Booker T Washington. Three schools were scheduled to participate in the assessment on 4/14/20-Thurgood Marshall, Glenclyffe Academy and Samuel Sublett. Strong communication and partnerships have been formed with the ISBE College Board Representative. Webinars and a workshop were held on 3/11/20, for all Counselors and Special Education Resource Coordinators to review assessment indicators. The Special Education Director has also held several webinars and trainings to make sure that all student assessment accommodations are being met. Assessment prep has been completed through Khan Academy and each school developed an action plan to support students up to and through the assessment. Schools are planning, pep rallies, SAT Pride Parades and are providing students with healthy snacks the morning of the assessment. Tutors, Counselors and SERCS are working one on one and in small groups to pull students for SAT discussions and expectations. **Please note that this action has been postponed until the fall of 2020. ISBE will provide further updates as it relates to SD#428 participation**

FINANCIAL CONSIDERATION: There are no financial considerations at this time.

RECOMMENDED ACTION: The administration respectfully requests the Board of Education to accept the informational report as presented.

- Approval
- Information
- Discussion

5.4 2020 Connexus Professional Development - Aftercare

**Illinois Department of Juvenile Justice
Board of Education**

Date: May 15, 2020	Subject: 5.4 2020 Connexus Professional Development - Aftercare
Initiated by: Dr. Tresa D. Dunbar Assistant Superintendent of Schools	Attachments: None
Reviewed by: Dr. Sophia Jones-Redmond Superintendent of Schools Heidi Mueller, Director	

BACKGROUND INFORMATION: Keeping with the School District goals of inspecting, aligning and monitoring instruction and providing more support to all SD #428 staff and partners, professional development is a key strategy of the district. Providing information to our key stakeholders in other areas of the department will assist in making sure all our students are serviced using the same curriculum and instructional tools, being used by the certified teachers in the district. Aftercare Specialists use the Connexus platform to help youth who continue to be “credit shy” when they leave formal custody. These specialists play a very important role in helping youth to obtain GED’s and High School Diplomas. Connexus is one of the main levers of instruction and training on best practice use, was an identified goal of the Superintendent, in partnership with the Director E. Moore of the Aftercare Department.

CURRENT CONSIDERATION: Connexus and Blended Learning are the main drivers of High School GED certification for School District #428. In keeping with the goals this year of using data, better communication with all staff and providing support, professional development workshops were planned for all our school and district partners. The Aftercare Department was identified as one of our most important partners, as they assist us in providing our students with another chance at receiving their High School Diplomas and GED certificates once they leave our formal custody. On Wednesday March 4th over 22 Aftercare Specialists received a targeted workshop designed by our Pearson Trainer on best practice use of the Connexus Program. Aftercare Specialists were given pertinent information on all areas of the platform, including how to reset the site, and how to work with the District Connexus Administrator on a day to day basis. Evaluations note that the Aftercare Specialists found the workshop extremely helpful and insightful.

FINANCIAL CONSIDERATIONS: N/A

RECOMMENDED ACTION: The administration respectfully requests the Board of Education to accept the informational report as presented.

- Approval
- Information
- Discussion

**5.5 Special Education
Monthly Data Summary
Narratives for
December 2019/January 2020
February 2020/March 2020**

**Illinois Department of Juvenile Justice
Board of Education**

Date: May 15, 2020	Subject: 5.5 <ul style="list-style-type: none">Special Education Monthly Data Summary/Narrative for December 2019; January 2020; and February/March 2020
Initiated by: Dr. Bambi Bethel-Leitschuh	Attachments : Separate School Graphs representing monthly Special Education data for December 2019; January 2020; and February/March 2020
Reviewed by: Director Heidi Mueller Superintendent Dr. Sophia Jones-Redmond	

BACKGROUND INFORMATION:

- During the last day of each month, Special Education Resource Coordinators submit comprehensive monthly numerical data to the Director of Special Education. The raw data is consolidated and sent to Central Office where it is converted into a graphic charts and a narrative providing an overview of the separate school Special Education statistical data. The Director of Special includes a district-wide Special Education summary each month and reports additional activities conducted or occurring throughout the month.

CURRENT CONSIDERATION:

- Special Education Form data denotes Special Education IEP information reflecting Federal and State Compliance.

FINANCIAL CONSIDERATION: N/A

RECOMMENDED ACTION: The Administration respectfully requests the Board of Education accept this informational report as presented.

- Approval
- Information
- Discussion

BOARD ACTION _____

Monthly
REPORT



SCHOOL DISTRICT 428

DECEMBER 2019

Prepared by
LAURENCE ROPER

ENROLLMENT DATA



	STUDENTS	SPED Students	TEACHERS	SPED Teachers
B O O K E R T W A S H I N G T O N	62	29	17	5
T H U R G O O D M A R S H A L L	35	13	7	1
M A Y A A N G E L O U	25	4	5	1
S A M U E L S U B L E T T	25	13	7	2
G L E N C L I F F E A C A D E M Y	24	12	6	1



171

TOTAL STUDENTS



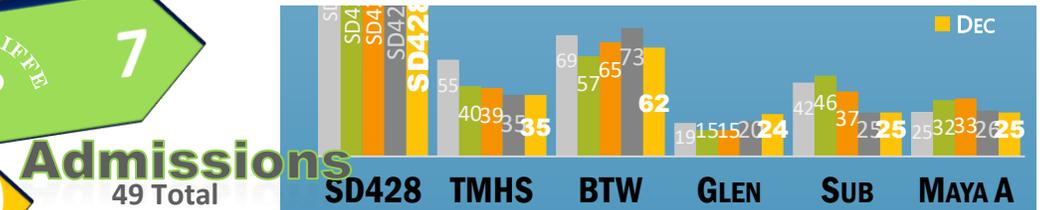
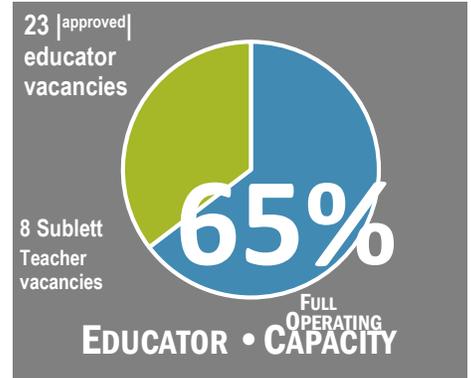
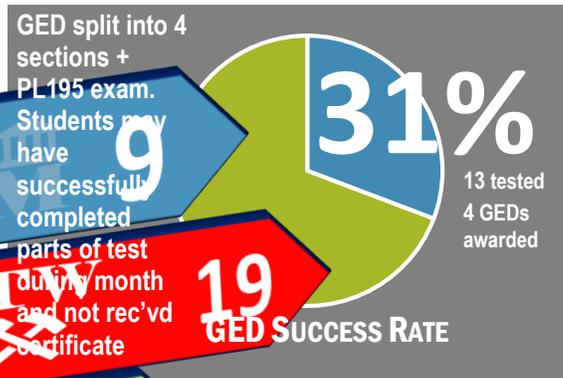
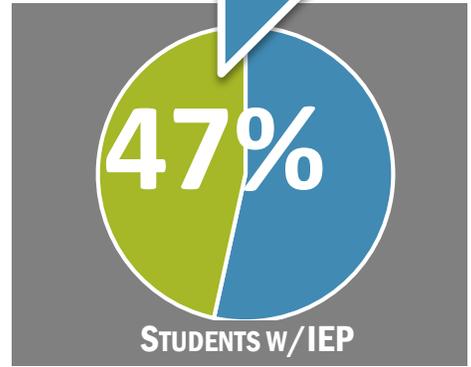
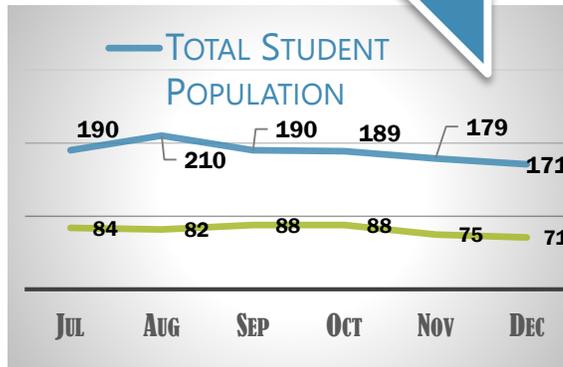
42

EDUCATORS



71

SPED STUDENTS



Student Enrollment

	Aug	Sep	Oct	Nov	Dec
Marshall	55	40	39	35	35
Washington	69	57	65	73	62
Glenclyffe	19	15	15	20	24
Sublett	42	46	37	25	25
Angelou	25	32	33	26	25
SD428	210	190	189	179	171

Courses Completed on Connexus

	AUG	SEP	OCT	NOV	DEC
Marshall	23	16	12	23	10
Washington	89	84	53	35	36
Glenclyffe	50	62	52	28	33

* (1) Students released from DJJ facility and/or (2) completed high school/GED requirements

SPED Enrollment

	Aug	Sep	Oct	Nov	Dec
Marshall	18	13	14	11	13
Washington	28	33	35	33	29
Glenclyffe	7	6	5	11	12
Sublett	21	24	18	13	13
Angelou	8	12	16	11	4

Educators Employed GenEd SPED Change															
	Aug			Sep			Oct			Nov			Dec		
Marshall	6	1		6	1		6	1		6	1		6	1	
Washington	12	5	-1	12	5		12	5		12	5		12	5	
Glenclyffe	5	2		5	1	-1	5	1		5	1		5	1	
Sublett	6	4		5	2	-3	6	2	+1	5	2	-1	5	2	
Angelou	4	1		4	1		4	1		4	1		4	1	
SD428	33	13	-1	32	10	-4	33	10	+1	32	10	-1	32	10	

SUMMARY

According to the RJ Consent Decree, DJJ is required to have one GENERAL EDUCATION teacher for every 10 students inside a Gen Ed classroom. The same consent decree set the SPECIAL EDUCATION student to SPED teacher ratio at six to one. At the end of December 2019, the fifth month of the school year, SCHOOL DISTRICT #428 averaged one GEN Ed teacher for every five students receiving general education classroom time. For every special education certified staff member employed by the district, there were just under 5 students requiring SPED services. District#428, meets both the general education and SPED classroom coverage requirements for the ninth month in a row. All five schools within SCHOOL DISTRICT 428 have satisfactory SPED teacher to student ratios this month. *(cont'd pg. 5)*

	Aug	Sep	Oct	Nov	Dec
Marshall	7.9	5.7	5.6	5.8	5.8
Washington	5.8	4.8	5.4	6.1	5.2
Glenclyffe	3.8	3.0	3.0	4.0	4.8
Sublett	7.0	9.2	6.2	2.4	5.0
Angelou	5.0	6.4	6.6	4.8	6.3
SD428	6.0	5.6	5.4	5.0	5.3

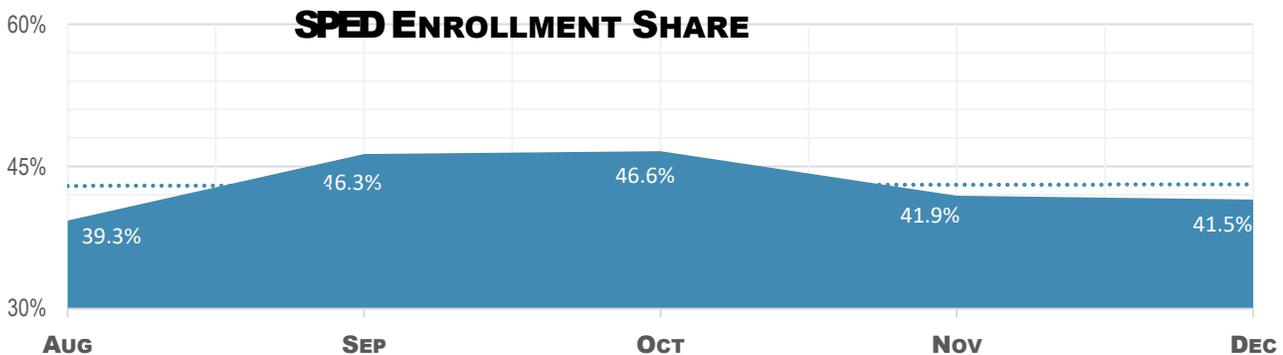
STUDENTS REQUIRING SPED SERVICES TO SPED TEACHERS
W/SERC SUPPORT

	AUG	SEP	OCT	NOV	DEC
MARSHALL	9.0	6.5	7.0	5.5	6.5
WASHINGTON	5.6	5.5	5.8	5.5	4.8
GLENCLIFFE	3.5	6.0	2.5	5.5	6.0
SUBLETT	5.3	8.0	6.0	4.3	4.3
ANGELOU	4.0	4.0	5.3	3.5	2.0
SD428	5.5	5.9	5.5	5.0	4.7

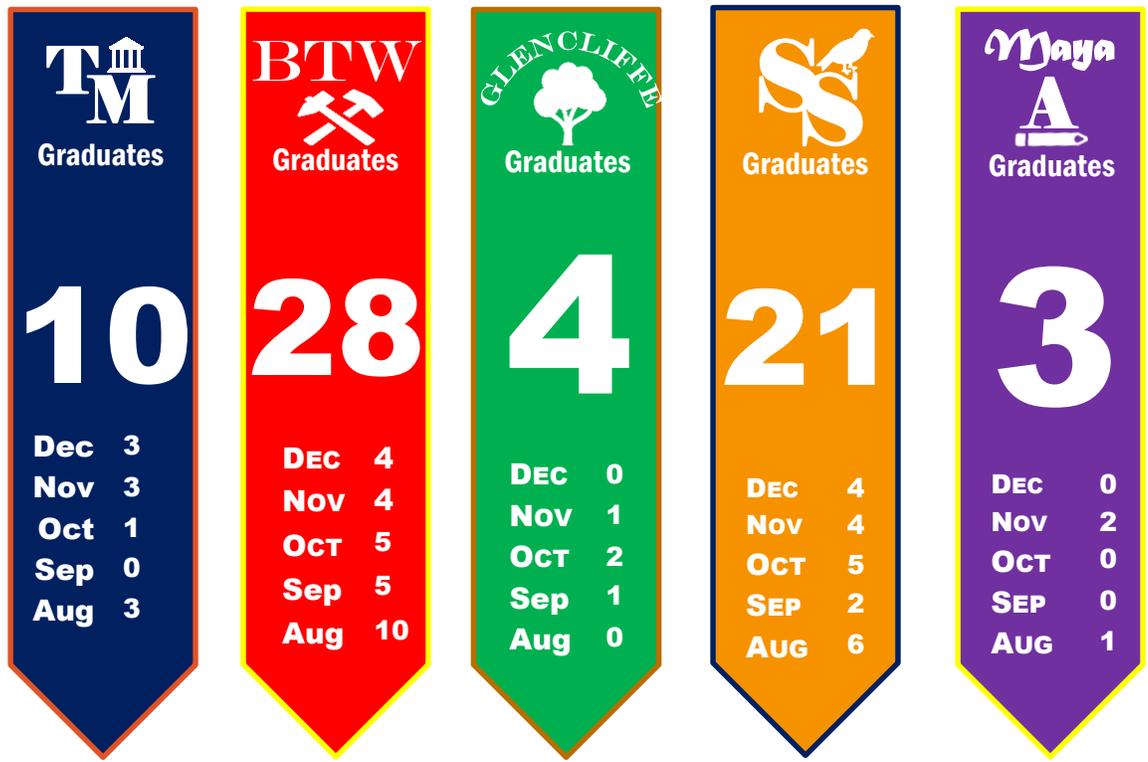
STUDENTS REQUIRING SPED SERVICES TO
SPED TEACHERS

	AUG	SEP	OCT	NOV	DEC
MARSHALL	18.0	13.0	14.0	11.0	13.0
WASHINGTON	5.6	6.6	7.0	6.6	5.8
GLENCLIFFE	3.5	6.0	5.0	11.0	12.0
SUBLETT	5.3	12.0	9.0	6.5	6.5
ANGELOU	4.0	6.0	8.0	7.0	4.0
SD428	5.9	8.0	8.0	7.5	7.1

	AUG	SEP	OCT	NOV	DEC
TM	32.7	32.5	35.9	31.4	37.1
BTW	40.6	57.9	53.8	45.2	46.8
Glen	36.8	40.0	33.3	55.0	50.0
SSublett	50.0	52.2	48.6	52.0	52.0
Maya A	32.0	37.5	48.5	26.9	16.0
SD428	39.0	46.3	46.6	41.9	41.5



GRADUATION DATA



HS Diplomas Awarded

	Aug	Sep	Oct	Nov	Dec
Marshall	-	-	-	1	2
Washington	7	3	3	1	2
Glencliffe	-	1	2	1	-
Sublett	2	2	5	2	3
Angelou	-	-	-	-	-
SD428	9	6	10	5	7

GED's Earned

	Aug	Sep	Oct	Nov	Dec
Marshall	3	-	1	1	1
Washington	2	2	1	3	2
Glencliffe	-	-	-	-	-
Sublett	4	-	-	1	1
Angelou	1	-	-	2	-
SD428	10	2	2	7	4

Elementary School Grads

	Aug	Sep	Oct	Nov	Dec
Marshall	-	-	-	1	-
Washington	1	-	1	-	-
Glencliffe	-	-	-	-	-
Sublett	-	-	-	1	-
Angelou	-	-	-	-	1
SD428	1	0	3	2	1

SUMMARY (cont'd)

Coverage compliance standards are being met with increased classroom support provided by Special Education Resource Coordinators (SERCs). It is impractical to expect SERCS to maintain this level of service going forward considering the demands and responsibilities of the SPED coordinator. Without SERCs providing backup, the district would be markedly out of compliance at 7.1 students to every teacher. By pooling resources Sam Sublett is in compliance for 7 of the last eight months. This after being out of compliance for over two years. The school faces real challenges regarding educator recruitment. School District 428's plan is to continue addressing all staffing ratio challenges through evolving, aggressive recruitment & selection of qualified staff.

19 COLLEGE STUDENTS



Students enrolled in College <i>STUDENTS EARNING COLLEGE CREDIT(S)</i>		AUG		SEP		OCT		NOV		DEC		JAN	
LakeLand College	BTW ^{WASHINGTON}	14	10	14	9	15	10	11	6	13	1		
	SUBLETT	4	4	6	1	10	0	8	4	5	5		
Lewis & Clark CC	GLENCLIFFE	-	-	-	-	-	-	-	-	-	-		
College of DuPage	MAYA A	-	-	1	0	1	0	5	5	1	-		
School District	428	18	14	21	10	25	10	24	15	19	6		

Students enrolled in Post-Secondary Vocational Programming <i>COMPLETED PROGRAMMING</i>		AUG		SEP		OCT		NOV		DEC		JAN	
MARSHALL		-	-	-	-	-	-	-	-	-	-		
WASHINGTON	Horticulture	7	0	7	0	7	0	6	1	4	-		
	Custodial	7	0	7	0	8	3	4	-	6	-		
	Culinary*	-	-	-	-	-	-	1	-	3	-		
GLENCLIFFE	Drafting AutoCAD	15	0	15	0	10	0	15	0	12	-		
SUBLETT	Horticulture	-	-	-	-	-	-	-	-	-	-		
	Custodial	4	0	6	0	7	0	7	0	5	-		
MAYA A		-	-	-	-	-	-	-	-	-	-		
SD428		33	0	35	0	32	3	33	1	30	0		

Cancelled or Disrupted School Days PERCENT OF SCHEDULE										
	AUG		SEP		OCT		NOV		DEC	
MARSHALL	-	-	-	-	-	-	-	-	-	-
BTW	-	-	-	-	-	-	-	-	-	-
GLENCLIFFE	-	-	-	-	-	-	-	-	-	-
SUBLETT	1	5%	-	-	-	-	-	-	-	-
MAYA A	-	-	1	5%	1	5%	-	-	-	-
SD428	1	1%	1	1%	1	1%	0	0%	0	0%

During School Year 2017-18, the five institutions within SD428 had 232 disruptions or cancellations to the instructional day, across five schools. The

day happened at Sublett. The number was cut by more than half, 104, during the 18-19 school year. Sam Sublett accounted for 96% of those cancellations/disruptions to the instructional day. Since January of this year, however, SD428 has had a total of 8 interruptions to the school day. Down 3000% and 1400% from the same stretch of months (Jan-Sept) in 2017 and 2018, respectively. Previously, the number of cancelled/disrupted school days was

SAMUEL SUBLETT
Night School Sessions

December **4**

Nov 5
OCT 7
SEP 6
AUG 4

402

**STUDENTS SERVED BY
SCHOOL DISTRICT#428
SY 2019-20**

Table 1	Student Enrollment				
	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	55	40	39	35	35
BTW ^{ashington}	69	57	65	73	62
Glenclyffe	19	15	15	20	24
SS ^{ublett}	42	46	37	25	25
Maya Angelou	25	32	33	26	25
SD428	210	190	189	179	171

Table 2	Teachers Employed				
	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	7	7	7	7	7
BTW ^{ashington}	17	17	17	17	17
Glenclyffe	7	6	6	6	6
SS ^{ublett}	10	7	8	7	7
Maya Angelou	5	5	5	5	5
SD428	46	42	43	42	42

Table 3	SPED Student Enrollment				
	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	18	13	14	11	13
BTW ^{ashington}	28	33	35	33	29
Glenclyffe	7	6	5	11	12
SS ^{ublett}	21	24	18	13	13
Maya Angelou	8	12	16	7	4
SD428	82	88	88	75	71

Table 4	SPED Teachers				
	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	1	1	1	1	1
BTW ^{ashington}	5	5	5	5	5
Glenclyffe	2	1	1	1	1
SS ^{ublett}	4	2	2	2	2
Maya Angelou	1	1	1	1	1
SD428	13	10	10	10	10

Table 5 Percentage of SPED Enrollment (%)

SY 19-20					
	AUG	SEP	OCT	NOV	DEC
Marshall	33	33	36	31	37
BTW ^{ashington}	41	58	54	45	47
Glenclyffe	37	40	33	55	50
SS ^{ublett}	50	52	49	52	52
Maya A ^{ngelou}	32	38	49	27	16
SD ²⁸	39	46	47	42	42

Table 6 GenED Student to GenED Teacher Ratio

SY 19-20					
	AUG	SEP	OCT	NOV	DEC
Marshall	5	4	4	6	6
BTW ^{ashington}	3	2	3	6	5
Glenclyffe	2	3	2	4	5
SS ^{ublett}	4	4	4	2	5
Maya A ^{ngelou}	3	4	3	5	6
SD ²⁸	4	3	3	5	5

Table 7 SPED Student to SPED Teacher Ratio

SY 19-20					
	AUG	SEP	OCT	NOV	DEC
Marshall	9*	7*	7*	6*	7*
BTW ^{ashington}	6	6	6*	6*	5*
Glenclyffe	4	6	3	6*	6*
SS ^{ublett}	5	8*	6*	4*	4*
Maya A ^{ngelou}	4	4*	5*	4*	2*
SD ²⁸	6	6*	6*	5*	5*

*Push-in, Pull-out Services provided by school site's SPED Coordinator

Table 8 Courses Completed in OEE

SY 19-20					
	AUG	SEP	OCT	NOV	DEC
Marshall	23	16	12	23	10
BTW ^{ashington}	89	84	53	35	36
Glenclyffe	50	62	52	28	33
SS ^{ublett}	9	14	53	30	30
Maya A ^{ngelou}	13	8	6	4	7
SD ²⁸	184	184	176	120	116

Table 9	HS Diplomas Awarded				
	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	-	-	-	1	2
BTW _{ashington}	7	3	3	1	2
Glenclyffe	-	1	2	1	-
SS _{ublett}	2	2	5	2	2
Maya Angelou	-	-	-	-	-
SD428	9	6	10	5	6

Table10	GEDs Awarded				
	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	3	-	1	1	1
BTW _{ashington}	2	2	3	3	2
Glenclyffe	-	-	-	-	-
SS _{ublett}	4	-	-	1	1
Maya Angelou	1	-	-	2	-
SD428	10	2	4	7	4

Table 11	8 th Grade Awarded				
	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	-	-	-	1	-
BTW _{ashington}	1	-	1	-	-
Glenclyffe	-	-	-	-	-
SS _{ublett}	-	-	-	1	1
Maya Angelou	-	-	-	-	-
SD428	1	0	1	2	1

Table 12	Cancelled or Disrupted School Days				
	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	-	-	-	-	-
BTW _{ashington}	-	-	-	-	-
Glenclyffe	-	-	-	-	-
SS _{ublett}	1	-	-	-	-
Maya Angelou	-	1	1	-	-
SD428	1	1	1	0	0

Monthly
REPORT



SCHOOL DISTRICT 428

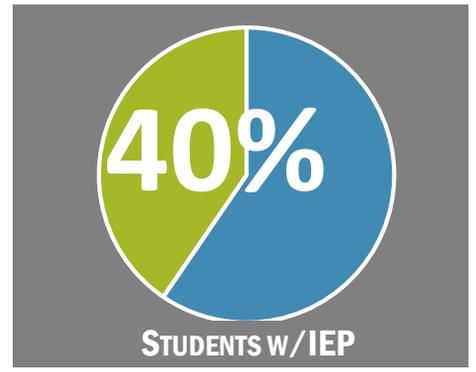
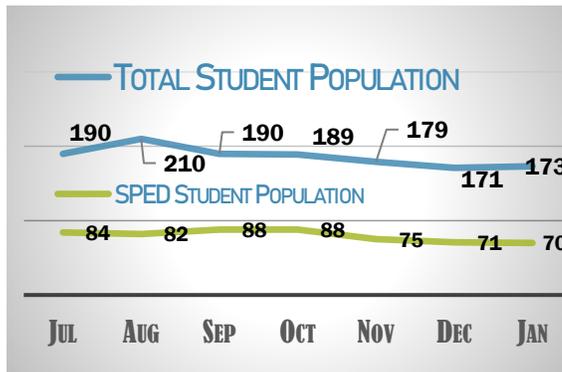
JANUARY 2020

Prepared by
LAURENCE ROPER

ENROLLMENT DATA



	STUDENTS	SPED Students	TEACHERS	SPED Teachers
BOOKER T WASHINGTON	64	31	16	5
THURGOOD MARSHALL	42	12	7	1
GLENCLIFFE ACADEMY	29	13	6	1
SAMUEL SUBLETT	24	10	7	2
MAYA ANGELOU	14	4	5	1



173
TOTAL STUDENTS

41
EDUCATORS

70
SPED STUDENTS

10
SPED TEACHERS

45
NEW STUDENTS

4
HS GRADUATES

4
GED Recipients

w/SERC Support

SPED STUDENT TO TEACHER RATIO

GED split into 4 sections + PL195 exam. Students may have successfully completed parts of test during month and not rec'vd certificate

40%
GED SUCCESS RATE

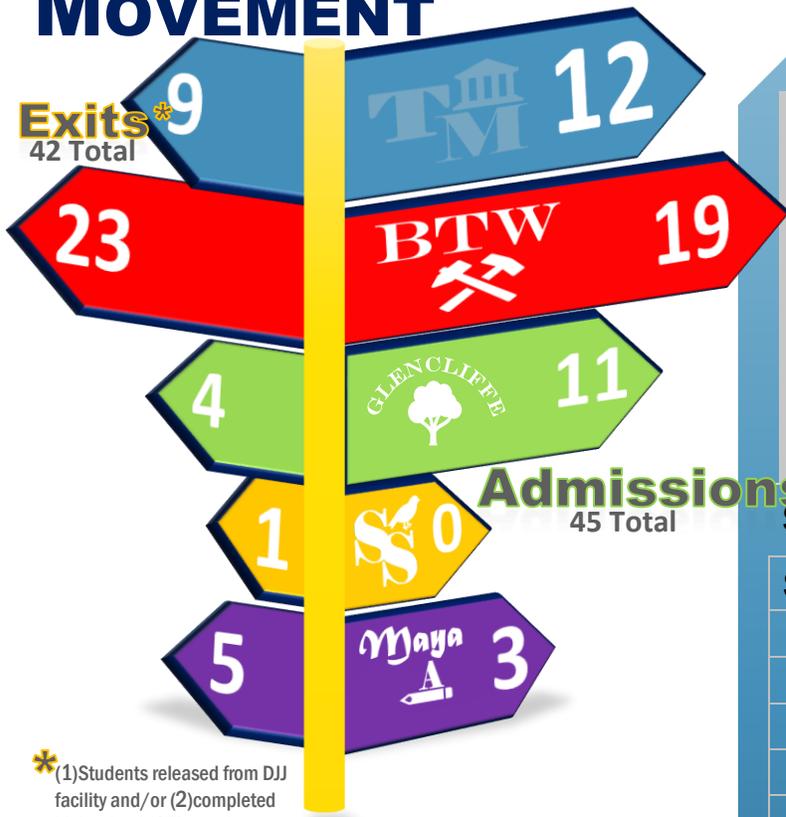
10 tested
4 GEDs awarded

23 | approved | educator vacancies

8 Sublett Teacher vacancies

65%
FULL OPERATING EDUCATOR CAPACITY

Student MOVEMENT

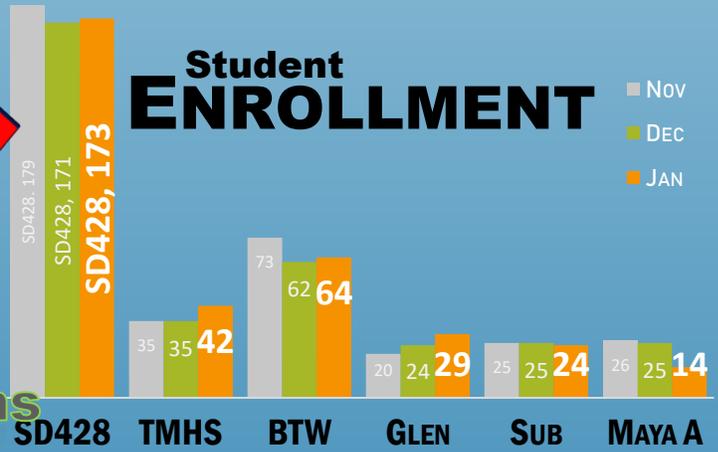


* (1) Students released from DJJ facility and/or (2) completed high school/GED requirements

Courses Completed on Connexus

	AUG	SEP	OCT	NOV	DEC	JAN
Marshall	23	16	12	23	10	22
Washington	89	84	53	35	36	54
Glencliffe	50	62	52	28	33	76
Sublett	9	14	53	30	30	36
Angelou	13	8	6	4	7	13
SD428	184	184	176	120	116	201

Student ENROLLMENT



Student Enrollment

	AUG	SEP	OCT	NOV	DEC	JAN
Marshall	55	40	39	35	35	42
Washington	69	57	65	73	62	64
Glencliffe	19	15	15	20	24	29
Sublett	42	46	37	25	25	24
Angelou	25	32	33	26	25	14
SD428	210	190	189	179	171	173

SPED Enrollment

	AUG	SEP	OCT	NOV	DEC	JAN
Marshall	18	13	14	11	13	12
Washington	28	33	35	33	29	31
Glencliffe	7	6	5	11	12	13
Sublett	21	24	18	13	13	10
Angelou	8	12	16	11	4	4
SD428	82	88	88	75	71	70

Educators Employed GenEd | SPED | Change

	Aug			Sep			Oct			Nov			Dec			Jan		
Marshall	6	1		6	1		6	1		6	1		6	1		6	1	
Washington	11	5	-1	11	5		11	5		11	5		11	5		11	5	
Glencliffe	5	2		5	1	-1	5	1		5	1		5	1		5	1	
Sublett	6	4		5	2	-3	6	2	+1	5	2	-1	5	2		5	2	
Angelou	4	1		4	1		4	1		4	1		4	1		4	1	
SD428	32	13	-1	31	10	-4	32	10	+1	31	10	-1	31	10		31	10	

SUMMARY

According to the RJ Consent Decree, DJJ is required to have one GENERAL EDUCATION teacher for every 10 students inside a Gen Ed classroom. The same consent decree set the SPECIAL EDUCATION student to SPED teacher ratio at six to one. At the end of January 2020, 6th month of the school year, SCHOOL DISTRICT #428 averaged one GEN ED teacher for every four students receiving general education classroom time. For every special education certified staff member employed by the district, there were just under 5 students requiring SPED services. District#428, meets both the general education and SPED classroom coverage requirements for the ninth month in a row. All five schools within SCHOOL DISTRICT 428 have satisfactory SPED teacher to student ratios.

(cont'd pg. 5)

Percentage OF STUDENTS requiring SPED Services

	AUG	SEP	OCT	NOV	DEC	JAN
TM	32.7	32.5	35.9	31.4	37.1	28.6
BTW	40.6	57.9	53.8	45.2	46.8	48.4
Glen	36.8	40.0	33.3	55.0	50.0	44.9
SSublett	50.0	52.2	48.6	52.0	52.0	41.7
Maya A	32.0	37.5	48.5	26.9	16.0	28.6
SD428	39.0	46.3	46.6	41.9	41.5	40.5

Student to Teacher Ratio

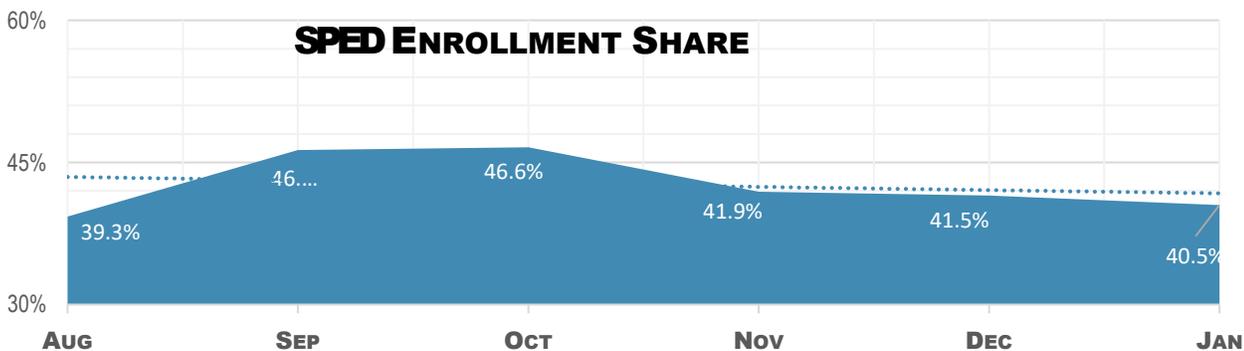
	Aug	Sep	Oct	Nov	Dec	Jan
Marshall	7.9	5.7	5.6	5.8	5.8	6.0
Washington	5.8	4.8	5.4	6.1	5.2	4.0
Glenclyffe	3.8	3.0	3.0	4.0	4.8	4.8
Sublett	7.0	9.2	6.2	2.4	5.0	3.4
Angelou	5.0	6.4	6.6	4.8	6.3	2.8
SD428	6.0	5.6	5.4	5.0	5.3	4.2

STUDENTS REQUIRING SPED SERVICES TO SPED TEACHERS W/SERC SUPPORT

	AUG	SEP	OCT	NOV	DEC	JAN
MARSHALL	9.0	6.5	7.0	5.5	6.5	6.0
WASHINGTON	5.6	5.5	5.8	5.5	4.8	5.2
GLENCLIFFE	3.5	6.0	2.5	5.5	6.0	6.5
SUBLETT	5.3	8.0	6.0	4.3	4.3	5.0
ANGELOU	4.0	4.0	5.3	3.5	2.0	4.0
SD428	5.5	5.9	5.5	5.0	4.7	4.7

STUDENTS REQUIRING SPED SERVICES TO SPED TEACHERS

	AUG	SEP	OCT	NOV	DEC	JAN
MARSHALL	18.0	13.0	14.0	11.0	13.0	12.0
WASHINGTON	5.6	6.6	7.0	6.6	6.2	6.2
GLENCLIFFE	3.5	6.0	5.0	11.0	13.0	13.0
SUBLETT	5.3	12.0	9.0	6.5	5.0	5.0
ANGELOU	4.0	6.0	8.0	7.0	4.0	4.0
SD428	5.9	8.0	8.0	7.5	7.1	7.0



GRADUATION DATA

TM
Graduates

12

JAN 2
DEC 3
NOV 3
OCT 1
SEP 0
AUG 3

BTW
Graduates

31

JAN 3
DEC 4
NOV 4
OCT 5
Sep 5
Aug 10

GLENCLIFFE
Graduates

6

JAN 2
DEC 0
NOV 1
OCT 2
Sep 1
Aug 0

SS
Graduates

23

JAN 2
DEC 4
NOV 4
OCT 5
SEP 2
AUG 6

Maya A
Graduates

12

JAN 2
DEC 4
NOV 2
OCT 0
SEP 3
AUG 1

HS Diplomas Awarded

	Aug	Sep	Oct	Nov	Dec	Jan
Marshall	-	-	-	1	2	-
Washington	7	3	3	1	2	2
Glencliffe	-	1	2	1	-	1
Sublett	2	2	5	2	3	1
Angelou	-	-	-	-	-	-
SD428	9	6	10	5	7	4

GED's Earned

	Aug	Sep	Oct	Nov	Dec	Jan
Marshall	3	-	1	1	1	2
Washington	2	2	1	3	2	-
Glencliffe	-	-	-	-	-	-
Sublett	4	-	-	1	1	1
Angelou	1	-	-	2	3	1
SD428	10	2	2	7	7	4

Elementary School Grads

	Aug	Sep	Oct	Nov	Dec	Jan
Marshall	-	-	-	1	-	-
Washington	1	-	1	-	-	1
Glencliffe	-	-	-	-	-	1
Sublett	-	-	-	1	-	-
Angelou	-	3	-	-	1	1
SD428	1	3	3	2	1	3

SUMMARY (cont'd)

Coverage compliance standards are being met with increased classroom support provided by Special Education Resource Coordinators (SERCs). It is impractical to expect SERCS to maintain this level of service going forward considering the demands and responsibilities of the SPED coordinator. Without SERCs providing backup, the district would be markedly out of compliance at seven special ed students to every teacher. By pooling resources Sam Sublett is complying with RJ, 8 of the last nine months. After being out of compliance for over two years. The school faces real challenges regarding educator recruitment. School District 428's plan is to continue addressing all staffing ratio challenges through evolving, aggressive recruitment & selection of qualified staff.

17 COLLEGE STUDENTS



Students enrolled in College <i>STUDENTS EARNING COLLEGE CREDIT(S)</i>													
		AUG		SEP		OCT		NOV		DEC		JAN	
LakeLand College	BTW ^{WASHINGTON}	14	10	14	9	15	10	11	6	13	1	10	4
	SUBLETT	4	4	6	1	10	0	8	4	5	5	6	6
Lewis & Clark CC	GLENCLIFFE	-	-	-	-	-	-	-	-	-	-	-	-
College of DuPage	MAYA A	-	-	1	0	1	0	5	5	1	-	1	-
School District	428	18	14	21	10	25	10	24	15	19	6	17	10

Students enrolled in Post-Secondary Vocational Programming <i>COMPLETED PROGRAMMING</i>													
		AUG		SEP		OCT		NOV		DEC		JAN	
MARSHALL		-	-	-	-	-	-	-	-	-	-	-	-
WASHINGTON	Horticulture	7	0	7	0	7	0	6	1	4	-	1	-
	Custodial	7	0	7	0	8	3	4	-	6	-	5	-
	Culinary*	-	-	-	-	-	-	1	-	3	-	4	1
GLENCLIFFE	Drafting AutoCAD	15	0	15	0	10	0	15	0	12	-	19	-
SUBLETT	Horticulture	-	-	-	-	-	-	-	-	-	-	-	-
	Custodial	4	0	6	0	7	0	7	0	5	-	6	1
MAYA A		-	-	-	-	-	-	-	-	-	-	-	-
SD428		33	0	35	0	32	3	33	1	30	0	35	2

Cancelled or Disrupted School Days PERCENT OF SCHEDULE												
	AUG		SEP		OCT		NOV		DEC		JAN	
MARSHALL	-	-	-	-	-	-	-	-	-	-	-	-
BTW	-	-	-	-	-	-	-	-	-	-	-	-
GLENCLIFFE	-	-	-	-	-	-	-	-	-	-	-	-
SUBLETT	1	5%	-	-	-	-	-	-	-	-	-	-
MAYA A	-	-	1	5%	1	5%	-	-	-	-	-	-
SD428	1	1%	1	1%	1	1%	0	0%	0	0%	0	0%

During School Year 2017-18, the five institutions within SD428 had 232 disruptions or cancellations to the instructional day, across five schools.

The overwhelming majority, 91%, of those interruptions to the school day happened at Sublett. The number was cut by more than half, 104, during the 18-19 school year. Sam Sublett accounted for 96% of those cancellations/disruptions to the instructional day. Since January of this year, however, SD428 has had a total of 8 interruptions to the school day. Down 3000% and 1400% from the same stretch of months (Jan-Sept) in 2017 and 2018, respectively. Previously, the number of cancelled/disrupted school days was extreme. The dramatic turnaround is predictive of even fewer instances of school day interruptions in the future.

SAMUEL SUBLETT
Night School Sessions

January
6

DEC 4
NOV 5
OCT 7
SEP 6
AUG 4

447

**STUDENTS SERVED BY
SCHOOL DISTRICT#428
SY 2019-20**

Table 1		Student Enrollment					
		SY 19-20					
		AUG	SEP	OCT	NOV	DEC	JAN
Marshall		55	40	39	35	35	42
BTW_{ashington}		69	57	65	73	62	64
Glenclyffe		19	15	15	20	24	29
SS_{ublett}		42	46	37	25	25	24
Maya Angelou		25	32	33	26	25	14
SD428		210	190	189	179	171	173

Table 2		Teachers Employed					
		SY 19-20					
		AUG	SEP	OCT	NOV	DEC	JAN
Marshall		7	7	7	7	7	7
BTW_{ashington}		16	16	16	16	16	16
Glenclyffe		7	6	6	6	6	6
SS_{ublett}		10	7	8	7	7	7
Maya Angelou		5	5	5	5	5	5
SD428		45	41	42	41	41	41

Table 3		SPED Student Enrollment					
		SY 19-20					
		AUG	SEP	OCT	NOV	DEC	JAN
Marshall		18	13	14	11	13	12
BTW_{ashington}		28	33	35	33	29	31
Glenclyffe		7	6	5	11	12	13
SS_{ublett}		21	24	18	13	13	10
Maya Angelou		8	12	16	7	4	4
SD428		82	88	88	75	71	70

Table 4		SPED Teachers					
		SY 19-20					
		AUG	SEP	OCT	NOV	DEC	JAN
Marshall		1	1	1	1	1	1
BTW_{ashington}		5	5	5	5	5	5
Glenclyffe		2	1	1	1	1	1
SS_{ublett}		4	2	2	2	2	2
Maya Angelou		1	1	1	1	1	1
SD428		13	10	10	10	10	10

Table 5 Percentage of SPED Enrollment (%)

SY 19-20						
	AUG	SEP	OCT	NOV	DEC	JAN
Marshall	33	33	36	31	37	29
BTW ^{ashington}	41	58	54	45	47	48
Glenclyffe	37	40	33	55	50	45
SS ^{ublett}	50	52	49	52	52	42
Maya A ^{ngelou}	32	38	49	27	16	29
SD ⁴²⁸	39	46	47	42	42	41

Table 6 GenED Student to GenED Teacher Ratio

SY 19-20						
	AUG	SEP	OCT	NOV	DEC	JAN
Marshall	5	4	4	6	6	6
BTW ^{ashington}	3	2	3	6	5	4
Glenclyffe	2	3	2	4	5	5
SS ^{ublett}	4	4	4	2	5	3
Maya A ^{ngelou}	3	4	3	5	6	3
SD ⁴²⁸	4	3	3	5	5	4

Table 7 SPED Student to SPED Teacher Ratio

SY 19-20						
	AUG	SEP	OCT	NOV	DEC	JAN
Marshall	9*	7*	7*	6*	7*	6*
BTW ^{ashington}	6	6	6*	6*	5*	5*
Glenclyffe	4	6	3	6*	6*	7*
SS ^{ublett}	5	8*	6*	4*	4*	5*
Maya A ^{ngelou}	4	4*	5*	4*	2*	4*
SD ⁴²⁸	6	6*	6*	5*	5*	5*

*Push-in, Pull-out Services provided by school site's SPED Coordinator

Table 8 Courses Completed in OEE

SY 19-20						
	AUG	SEP	OCT	NOV	DEC	JAN
Marshall	23	16	12	23	10	22
BTW ^{ashington}	89	84	53	35	36	54
Glenclyffe	50	62	52	28	33	76
SS ^{ublett}	9	14	53	30	30	36
Maya A ^{ngelou}	13	8	6	4	7	13
SD ⁴²⁸	184	184	176	120	116	201

Table 9 HS Diplomas Awarded

SY 19-20						
	AUG	SEP	OCT	NOV	DEC	JAN
Marshall	-	-	-	1	2	-
BTW _{ashington}	7	3	3	1	2	2
Glenclyffe	-	1	2	1	-	1
SS _{ublett}	2	2	5	2	2	1
Maya Angelou	-	-	-	-	-	-
SD28	9	6	10	5	6	4

Table 10 GEDs Awarded

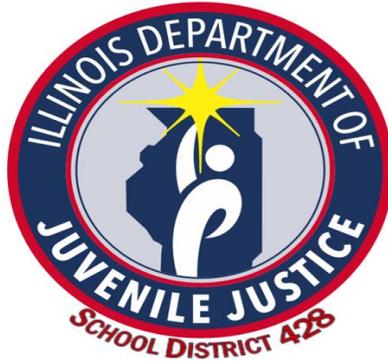
SY 19-20						
	AUG	SEP	OCT	NOV	DEC	JAN
Marshall	3	-	1	1	1	2
BTW _{ashington}	2	2	3	3	2	-
Glenclyffe	-	-	-	-	-	-
SS _{ublett}	4	-	-	1	1	1
Maya Angelou	1	-	-	2	-	1
SD28	10	2	4	7	4	4

Table 11 8th Grade Awarded

SY 19-20						
	AUG	SEP	OCT	NOV	DEC	JAN
Marshall	-	-	-	1	-	-
BTW _{ashington}	1	-	1	-	-	1
Glenclyffe	-	-	-	-	-	1
SS _{ublett}	-	-	-	1	1	-
Maya Angelou	-	-	-	-	-	1
SD28	1	0	1	2	1	3

Table 12 Cancelled or Disrupted School Days

SY 19-20						
	AUG	SEP	OCT	NOV	DEC	JAN
Marshall	-	-	-	-	-	-
BTW _{ashington}	-	-	-	-	-	-
Glenclyffe	-	-	-	-	-	-
SS _{ublett}	1	-	-	-	-	-
Maya Angelou	-	1	1	-	-	-
SD28	1	1	1	0	0	0



Special Education Board of Education Feb/Mar 2020 Report

Data Summary

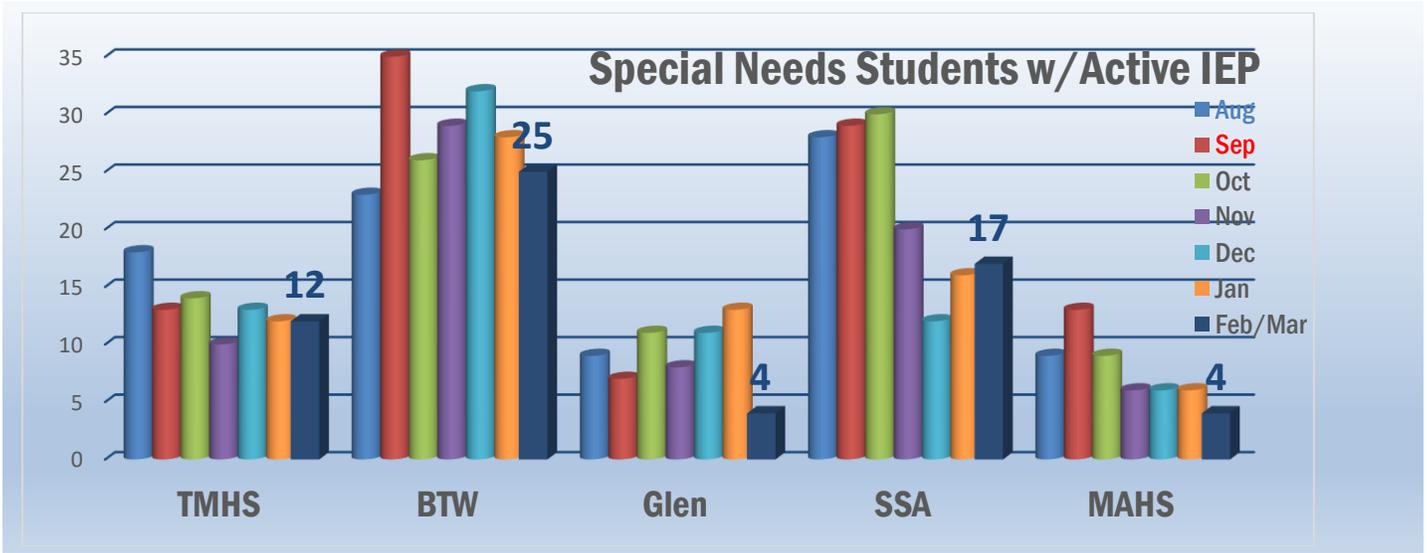
- There were six Re-Evaluation referrals initiated. (1 -PM; 0- WRN, 4 CHI, 1 STC and 0 HSBG).
- 23 new students with Special Education entitlement were enrolled during Feb/March. (5-PM, 2-WRN; 4 CHI, 8 STC, and 6 HSBG).
- Feb/Mar realized a current Special Education enrollment total of 62 youths resulting with a school year total of 237.
- The breakdown of primary disabilities remains very similar to August 2019 with entitlements including Emotional Disabilities – 35%; Other Health Impaired – 21%; Specific Learning Disabilities – 21%; with 23% of records still needing to be received.
- Eight Re-evaluations were completed.
- 20 youth Annual/Re-Evaluation/IEP meetings were held with a total of two parent/guardians attending by phone, three by WebEx, and one in-person.
- Four youth AR meetings were canceled due to one youth graduating and one youth transferred to another facility just prior to their scheduled meeting date.
- Of the thirteen youths entering with AR/Re-Evaluations out-of-compliance nine remain within the current 30- day compliance window, three with outside of the 30-day window, and one outside of 60 days.
- The Director of Special Education visited all five school facilities.

Activities Summary

- Language Live Reading Intervention Training was conducted in late February.
- HSBG/PM Follow-Up Embrace Training conducted.
- COVID Scheduled Implemented in March

Special Needs Students w/active IEP

	Aug	Sep	Oct	Nov	Dec	Jan	Feb/Mar
75	TMAHS	18	13	14	10	13	12
	BTW	23	35	26	29	32	28
	GCA	9	7	11	8	11	13
	SSAHS	28	29	30	20	12	16
	MAAHS	9	13	9	6	6	6
	SD428	87	97	90	73	74	75



NEW Students w/active IEP

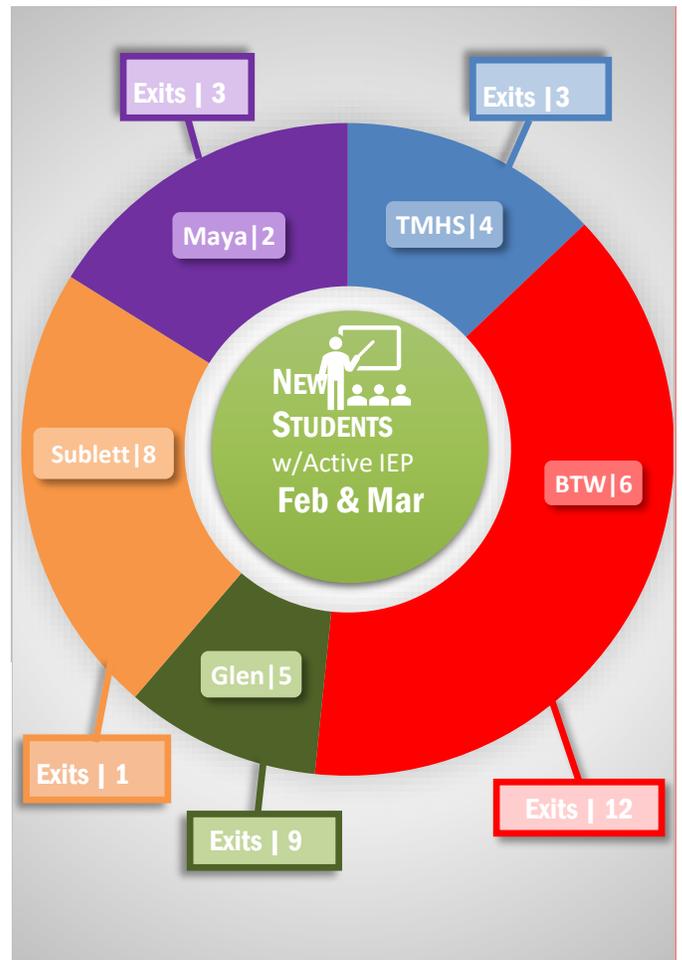
	Aug	Sep	Oct	Nov	Dec	Jan	Feb/Mar
25	TMAHS	3	4	5	2	5	5
	BTW	6	12	6	6	7	7
	GCA	3	3	7	3	6	3
	SSAHS	5	7	5	4	3	4
	MAAHS	2	5	2	2	1	2
	SD428	19	31	22	17	22	21

EXITING Students w/active IEP

	Aug	Sep	Oct	Nov	Dec	Jan	Feb/Mar
28	TMAHS	2	9	4	5	2	4
	BTW	3	8	8	13	3	8
	GCA	1	2	2	2	3	1
	SSAHS	8	4	7	1	8	4
	MAAHS	1	-	5	6	1	3
	SD428	15	23	26	27	17	20

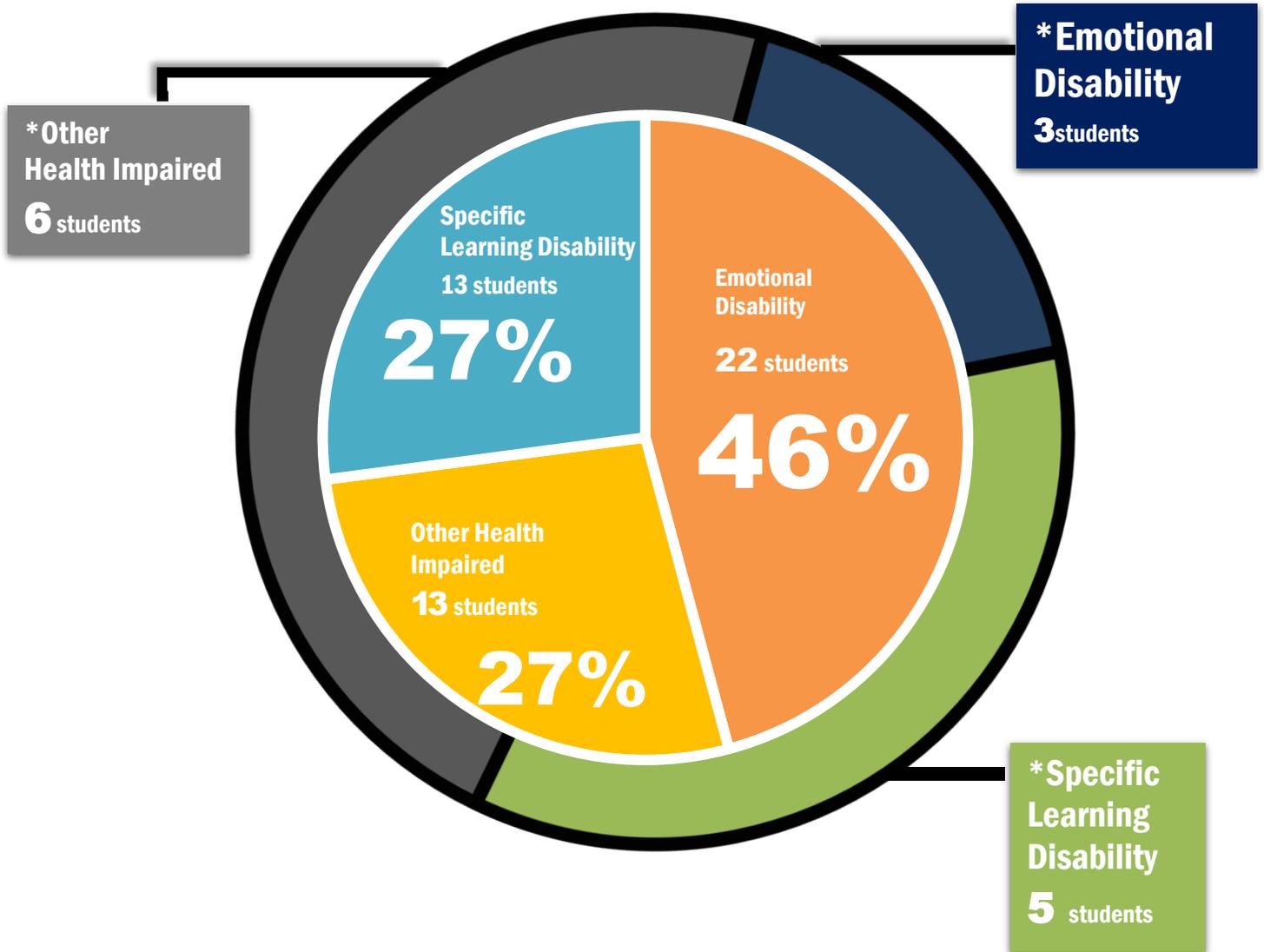
GRADUATING Students w/active IEP

	Aug	Sep	Oct	Nov	Dec	Jan	Feb/Mar
0	TMAHS	1	-	-	1	-	1
	BTW	-	-	-	-	-	-
	GCA	-	-	2	-	-	-
	SSAHS	-	2	2	-	2	2
	MAAHS	-	-	-	-	-	-
	SD428	1	2	4	1	2	3



SD 428 Primary Disability Share

*Secondary



Students w/Emotional Disability



22

	AUG	SEP	OCT	NOV	DEC	JAN	FEB/MAR
TMS	6	5	5	5	6	5	5
BTW	10	9	9	13	11	10	5
GCA	3	4	5	2	4	4	2
SSA	14	18	19	14	14	11	7
MAHS	6	5	6	5	4	5	3

Students w/Intellectual Disability



0

	AUG	SEP	OCT	NOV	DEC	JAN	FEB/MAR
TMS	-	-	-	-	-	-	-
BTW	-	-	1	1	-	2	-
GCA	1	-	-	-	1	1	-
SSA	2	1	-	-	-	-	-
MAHS	1	1	-	-	-	-	-

Students w/Other Health Impaired



13

	AUG	SEP	OCT	NOV	DEC	JAN	FEB/MAR
TMS	1	-	1	1	1	2	4
BTW	8	17	7	8	8	8	3
GCA	1	1	2	3	3	3	1
SSA	5	7	6	2	1	1	5
MAHS	-	-	1	1	2	1	-

Students w/Specific Learning Disability



13

	AUG	SEP	OCT	NOV	DEC	JAN	FEB/MAR
TMS	11	7	6	4	6	5	3
BTW	5	8	8	5	7	8	5
GCA	4	2	1	3	5	5	1
SSA	7	3	5	4	4	4	3
MAHS	1	1	4	-	-	-	1

Students w/Speech or Language Impairment



0

	AUG	SEP	OCT	NOV	DEC	JAN	FEB/MAR
TMS	-	1	1	-	-	-	-
BTW	-	-	-	-	-	-	-
GCA	-	-	-	-	-	-	-
SSA	-	-	-	-	-	-	-
MAHS	1	1	1	-	-	-	-

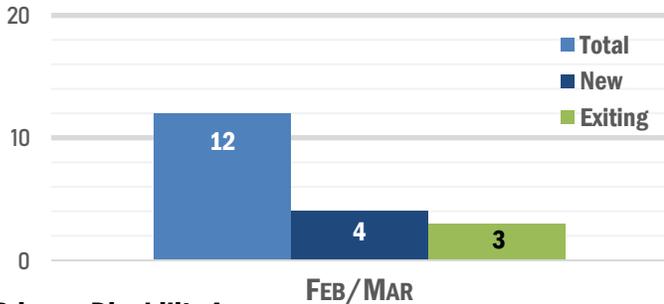
Students w/Traumatic Brain Injury (TBI)



0

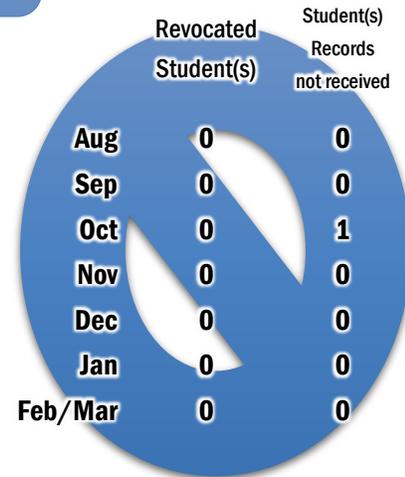
	AUG	SEP	OCT	NOV	DEC	JAN	FEB/MAR
TMS	-	-	-	-	-	-	-
BTW	-	-	-	-	-	-	-
GCA	-	-	-	-	-	-	-
SSA	-	-	-	-	-	-	-
MAHS	-	-	-	-	-	-	-

	SPED Students	NEW Students	EXITING Students
August	18	3	2
September	13	4	9
October	14	5	4
November	10	2	5
December	13	5	2
January	12	5	4
Feb/Mar	12	4	3



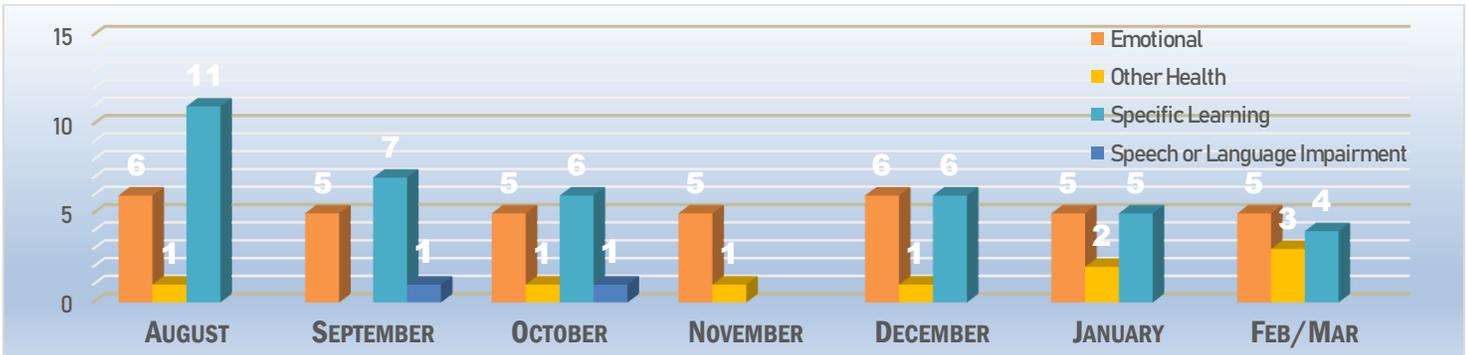
Graduating Students w/IEP

Aug	1
Sep	0
Oct	0
Nov	1
Dec	0
Jan	1
Feb/Mar	0



Primary Disability Areas

	Aug	Sep	Oct	Nov	Dec	Jan	Feb/Mar
Autism	-	-	-	-	-	-	-
Emotional	6	5	5	5	6	5	5
Hearing	-	-	-	-	-	-	-
Intellectual	-	-	-	-	-	-	-
Other Health	1	-	1	1	1	2	3
Specific Learning	11	7	6	4	6	5	4
Speech or Language Impairment	-	1	1	-	-	-	-
Traumatic Brain Injury	-	-	-	-	-	-	-

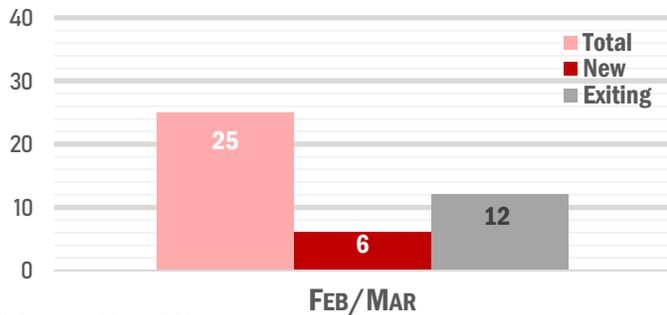


Psychological Evaluations

	Aug	Sep	Oct	Nov	Dec	Jan	Feb/Mar
Completed Initial Evaluations	0	0	0	0	0	0	0
Completed Re-Evaluations	0	0	0	0	1	0	0
Completed Record Reviews	0	0	0	0	0	0	0
IEP Review Meetings	0	1	0	0	0	0	0
Annual Review Only	1	2	0	0	3	1	0
Re-Evaluation & Recorded Review Meetings Only	0	0	0	2	0	0	0
Combined Re-Evaluation & AR Meetings Only	1	0	0	0	1	0	0
Parents who attended Meetings In-Person or (By Phone)	0(2)	0(2)	0	0(2)	0(4)	0(1)	0(0)
Canceled Meeting	0	1	3	0	0	0	1*
504 Plan(s)	-	-	-	-	-	1	1
NEW Students w/504 Plan	0	0	0	0	0	1	0
EXITING Students W/504 Plan	0	0	0	0	0	0	0

*Student released before scheduled meeting

	SPED Students	NEW Students	EXITING Students
August	23	6	3
September	35	12	8
October	26	6	8
November	29	6	13
December	32	7	3
January	28	7	8
Feb/Mar	25	6	12



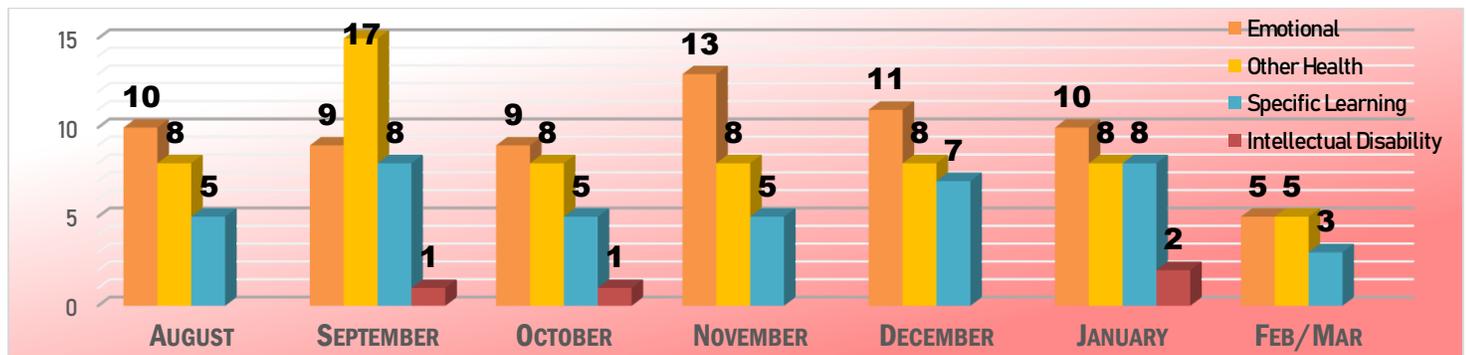
Graduating Students w/IEP

Aug	0
Sep	0
Oct	0
Nov	0
Dec	0
Jan	0
Feb/Mar	0

	Revocated Student(s)	Records not received
Aug	0	0
Sep	0	0
Oct	0	1
Nov	0	2
Dec	0	7
Jan	0	0
Feb/Mar	0	12

Primary Disability Areas

	Aug	Sep	Oct	Nov	Dec	Jan	Feb/Mar
Autism	-	-	-	-	-	-	-
Emotional	10	9	9	13	11	10	5
Hearing	-	-	-	-	-	-	-
Intellectual	-	1	1	1	-	2	-
Other Health	8	17	7	8	8	8	5
Specific Learning	5	8	8	5	7	8	3
Traumatic Brain Injury	-	-	-	-	-	-	-

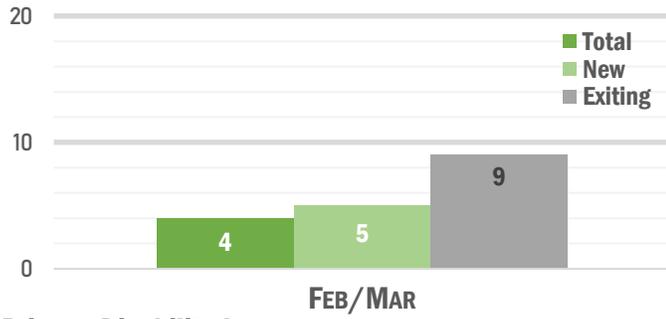


Psychological Evaluations

	Aug	Sep	Oct	Nov	Dec	Jan	Feb/Mar
Completed Initial Evaluations	0	0	0	3	0	0	0
Completed Re-Evaluations	0	0	0	0	0	4	5
Completed Record Reviews	0	0	0	0	0	0	0
IEP Review Meetings	4	0	0	0	0	0	0
Annual Review Only	9	1	1	1	0	4	4
Re-Evaluation & Recorded Review Meetings Only	0	0	0	0	0	0	0
Combined Re-Evaluation & AR Meetings Only	2	2	2	3	0	4	4
Parents who attended Meetings In person or (by phone)	1(8)	0(2)	0(2)	0(1)	0(0)	0(0)	0(0)
Canceled Meeting	1	0	0	0	0	0	0
504 Plan(s)						1	1
NEW Students w/504 Plan	0	0	0	0	0	0	0
EXITING Students W/504 Plan	0	0	0	0	0	0	0



	SPED Students	NEW Students	EXITING Students
August	9	3	1
September	7	3	2
October	11	4	2
November	8	3	2
December	11	6	3
January	13	3	1
Feb/Mar	4	5	9

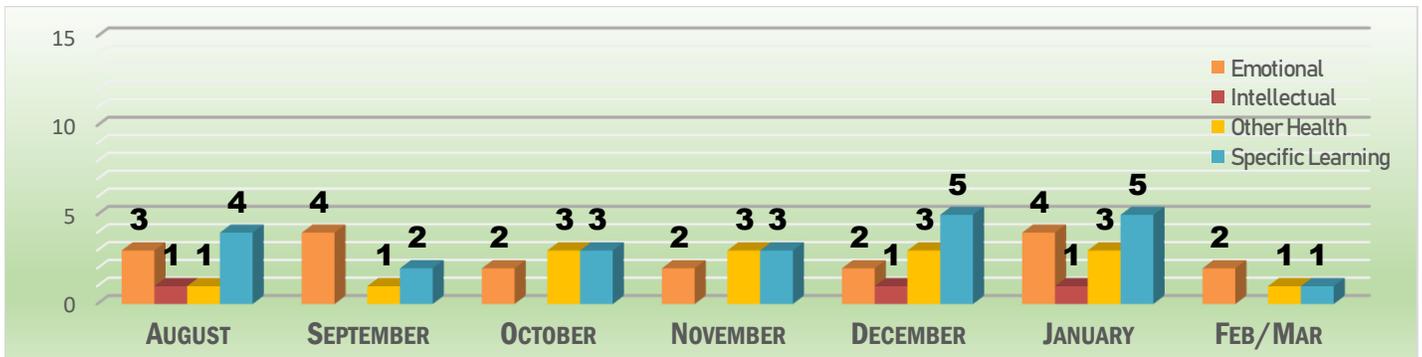


Graduating Students w/IEP	
Aug	0
Sep	0
Oct	2
Nov	0
Dec	0
Jan	0
Feb/Mar	0

	Revocated Student(s)	Records not received
Aug	2	0
Sep	0	0
Oct	0	0
Nov	0	0
Dec	0	0
Jan	0	0
Feb/Mar	0	0

Primary Disability Areas

	Aug	Sep	Oct	Nov	Dec	Jan	Feb/Mar
Autism	-	-	-	-	-	-	-
Emotional	3	4	-	2	2	4	2
Hearing	-	-	-	-	-	-	-
Intellectual	1	-	-	-	1	1	-
Other Health	1	1	-	3	3	3	1
Specific Learning	4	3	-	3	5	5	1
Traumatic Brain Injury	-	-	-	-	-	-	-

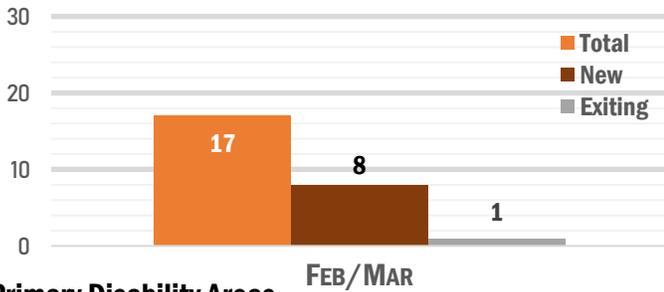


Psychological Evaluations

	Aug	Sep	Oct	Nov	Dec	Jan	Feb/Mar
Completed Initial Evaluations	0	0	0	1	0	0	0
Completed Re-Evaluations	0	0	0	1	2	0	1
Completed Record Reviews	0	0	0	0	0	0	0
IEP Review Meetings	1	0	1	0	1	0	0
Annual Review Only	1	0	1	0	2	0	4
Re-Evaluation & Recorded Review Meetings Only	0	0	0	0	0	1	2
Combined Re-Evaluation & AR Meetings Only	0	0	0	2	0	1	0
Parents who attended Meetings In person or (by phone/WebEx)	0	0	1(0)	0(2)	0(3)	1(1)	1(3/5)
Canceled Meeting	1	1	0	1	1*	0	1*
504 Plan(s)						0	0
New Students w/504 Plan	0	0	0	0	0	0	0
Exiting Students w/504 Plan	0	0	0	0	0	0	0

* Student released before scheduled meeting

	SPED Students	NEW Students	EXITING Students
August	28	5	8
September	29	7	4
October	30	5	7
November	20	4	1
December	12	3	8
January	16	4	4
Feb/Mar	17	8	1



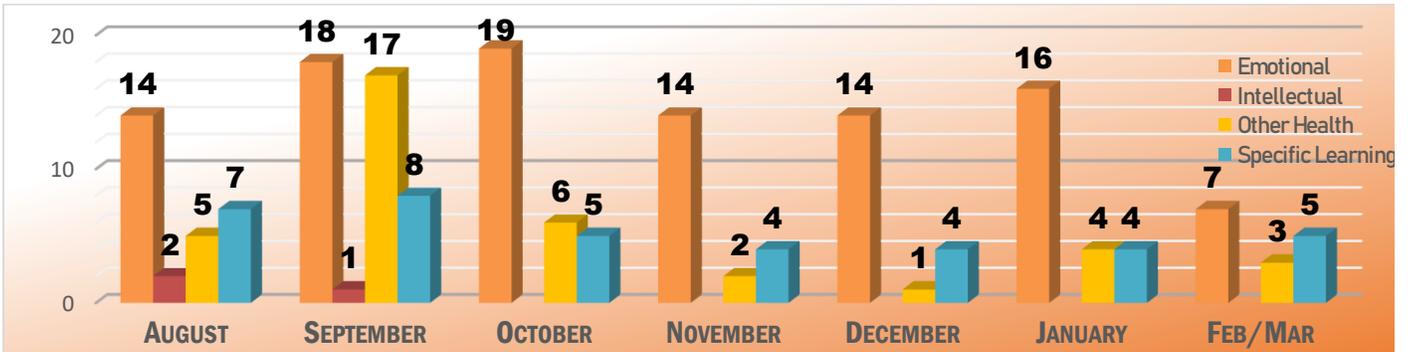
Graduating Students w/IEP

Aug	0
Sep	0
Oct	2
Nov	0
Dec	2
Jan	2
Feb/Mar	0

	Revocated Student(s)	Student(s) Records not received
Aug	0	0
Sep	0	0
Oct	2	0
Nov	1	0
Dec	0	2
Jan	1	0
Feb/Mar	0	2

Primary Disability Areas

	Aug	Sep	Oct	Nov	Dec	Jan	Feb/Mar
Autism	-	-	-	-	-	-	-
Emotional	14	18	19	14	14	11	7
Hearing	-	-	-	-	-	-	-
Intellectual	2	1	-	-	-	-	-
Other Health	5	17	6	2	1	1	3
Specific Learning	7	8	5	4	4	4	5
Traumatic Brain Injury	-	-	-	-	-	-	-



Psychological Evaluations

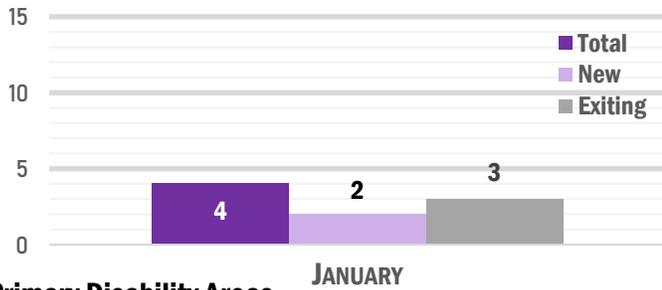
	Aug	Sep	Oct	Nov	Dec	Jan	Feb/Mar
Completed Initial Evaluations	0	0	0	0	0	0	0
Completed Re-Evaluations	0	0	1	1	0	0	1
Completed Record Reviews	0	0	0	0	0	0	0
IEP Review Meetings	0	0	1	2	1	0	0
Annual Review Only	7	3	3	1	1	0	4
Re-Evaluation & Recorded Review Meetings Only	0	0	0	0	0	0	0
Combined Re-Evaluation & AR Meetings Only	0	0	0	1	0	0	0
Parents who attended Meetings In person or (by phone)	1(4)	1(1)	0(3)	0(3)	0(0)	0(3)	0(2)
Canceled Meeting	0	0	2	1	1*	2**	0
504 Plan(s)						0	0
New Students w/504 Plan	0	0	0	0	0	0	0
Exiting Students w/504 Plan	0	0	0	0	0	0	0

* graduated before meeting

**transferred to another facility/2nd youth graduated before meeting was held.



	SPED Students	NEW Students	EXITING Students
August	9	2	1
September	13	5	0
October	9	2	5
November	6	2	6
December	6	1	1
January	6	2	3
Feb/Mar	4	2	3



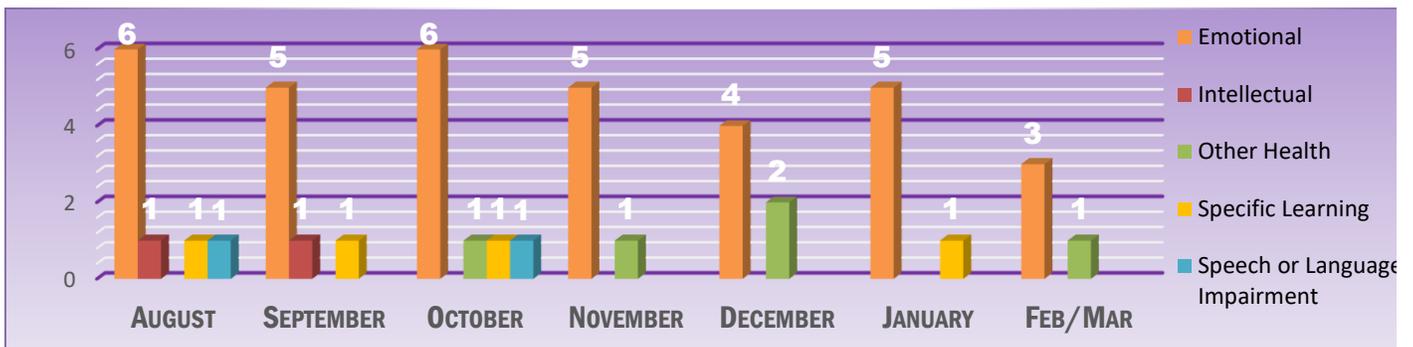
Graduating Students w/IEP

Aug	0
Sep	0
Oct	0
Nov	0
Dec	0
Jan	0
Feb/Mar	0

	Revocated Student(s)	Student(s) Records not received
Aug	0	0
Sep	0	6
Oct	0	0
Nov	0	0
Dec	0	0
Jan	0	0
Feb/Mar	0	0

Primary Disability Areas

	Aug	Sep	Oct	Nov	Dec	Jan	Feb/Mar
Autism	-	-	-	-	-	-	-
Emotional	6	5	6	5	4	5	3
Hearing	-	-	-	-	-	-	-
Intellectual	1	1	-	-	-	-	-
Other Health	-	-	1	1	2	1	1
Specific Learning	1	1	1	-	-	-	-
Speech or Language Impairment	1	-	1	-	-	-	-
Traumatic Brain Injury	-	-	-	-	-	-	-



Psychological Evaluations

	Aug	Sep	Oct	Nov	Dec	Jan	Feb/Mar
Completed Initial Evaluations	0	0	0	0	0	0	0
Completed Re-Evaluations	0	1	1	2	0	0	1
Completed Record Reviews	0	0	0	0	0	0	0
IEP Review Meetings	4	0	0	0	1	0	1
Annual Review Only	0	0	0	0	0	0	1
Re-Evaluation & Recorded Review Meetings Only	0	0	0	1	0	0	0
Combined Re-Evaluation & AR Meetings Only	0	1	0	1	0	0	0
Parents who attended Meetings In person or (by phone)	0(2)	0(1)	0(1)	0(2)	0(1)	0(0)	0(0)
Canceled Meeting	0	0	0	0	1	0	2*
504 Plan(s)						0	0
New Students w/504 Plan	0	1	0	0	0	0	0
Exiting Students w/504 Plan	0	0	0	0	0	0	0

*Student released before scheduled meeting

Table 1 **SPED Teachers**

	SY 19-20						
	AUG	SEP	OCT	NOV	DEC	JAN	FEB/MAR
Marshall	1	1	1	1	1	1	1
BTW ^{ashington}	4	4	4	4	4	4	6
Glenclyffe	2	1	1	1	1	1	1
SS ^{ublett}	4	2	2	2	2	2	2
Maya A ^{ngelou}	1	1	1	1	1	1	1
SD ⁴²⁸	12	9	9	9	9	9	11

Table 2 **Total Special Needs Students w/active IEP**

	SY 19-20						
	AUG	SEP	OCT	NOV	DEC	JAN	FEB/MAR
Marshall	18	13	14	10	13	12	12
BTW ^{ashington}	23	35	26	29	32	28	25
Glenclyffe	9	7	11	8	11	13	4
SS ^{ublett}	28	29	30	20	12	16	17
Maya A ^{ngelou}	9	13	9	6	6	6	4
SD ⁴²⁸	87	97	90	73	74	75	62

Table 3 **Exiting Students w/active IEP**

	SY 19-20						
	AUG	SEP	OCT	NOV	DEC	JAN	FEB/MAR
Marshall	2	9	4	5	2	4	3
BTW ^{ashington}	3	8	8	13	3	8	12
Glenclyffe	1	2	2	2	3	1	9
SS ^{ublett}	8	4	7	1	8	4	1
Maya A ^{ngelou}	1	-	5	6	1	3	3
SD ⁴²⁸	15	23	26	27	17	20	28

Table 4 **Graduating Students w/active IEP**

	SY 19-20						
	AUG	SEP	OCT	NOV	DEC	JAN	FEB/MAR
Marshall	1	-	-	1	-	1	-
BTW ^{ashington}	-	-	-	-	-	-	-
Glenclyffe	-	-	2	-	-	-	-
SS ^{ublett}	-	2	2	-	2	2	-
Maya A ^{ngelou}	-	-	-	-	-	-	-
SD ⁴²⁸	1	2	4	1	2	3	0

Table 5 Students w/Emotional Disability

SY 19-20							
	AUG	SEP	OCT	NOV	DEC	JAN	FEB/MAR
Marshall	6	5	5	5	6	5	5
BTW ^{ashington}	10	9	9	13	11	10	5
Glenclyffe	3	4	5	2	2	4	2
SS ^{ublett}	14	18	19	14	14	11	7
Maya A ^{ngelou}	6	5	6	5	4	5	3
SD ⁴²⁸	39	41	44	39	37	35	22

Table 6 Students w/Intellectual Disability

SY 19-20							
	AUG	SEP	OCT	NOV	DEC	JAN	FEB/MAR
Marshall	-	-	-	-	-	-	-
BTW ^{ashington}	-	1	1	-	-	2	-
Glenclyffe	1	-	-	-	1	1	-
SS ^{ublett}	2	1	-	-	-	-	-
Maya A ^{ngelou}	1	1	-	-	-	-	-
SD ⁴²⁸	4	3	1	0	1	3	0

Table 7 Students w/Other Health Impaired

SY 19-20							
	AUG	SEP	OCT	NOV	DEC	JAN	FEB/MAR
Marshall	1	-	1	1	1	2	4
BTW ^{ashington}	8	17	7	8	8	8	3
Glenclyffe	1	1	2	3	3	3	1
SS ^{ublett}	5	7	6	2	1	1	5
Maya A ^{ngelou}	-	-	1	1	2	1	-
SD ⁴²⁸	15	25	17	15	15	15	13

Table 8 Students w/Specific Learning Disability

SY 19-20							
	AUG	SEP	OCT	NOV	DEC	JAN	FEB/MAR
Marshall	11	7	6	4	6	5	3
BTW ^{ashington}	5	8	8	5	7	8	5
Glenclyffe	4	2	4	3	5	5	1
SS ^{ublett}	7	3	5	4	4	4	3
Maya A ^{ngelou}	1	1	1	-	-	-	1
SD ⁴²⁸	28	21	24	16	22	22	13

**5.6 Special Education
Administrative Directives
(Policies)**

End of Month Summary Form 16 Capturing Special Education Student Counts
(revised 08/2018)

Facility Name: _____ Data Month/Year: _____ Submitted by _____

Note: **Data is due the 5th of every month.** Please email to the Director of Special Education.

REFERRALS	PMQ	WRN	CHI	STC	HSBG	Totals
# of INITIAL monthly Referrals initiated by IDJJ						
# of INITIAL Referrals initiated by outside district prior to youth enrollment but not completed. (These need to be expedited by IDJJ.)						
# of 3 yr. Re-Evaluation monthly Referrals initiated by IDJJ						
# of 3 yr. Re-Evaluations Referrals initiated by outside district prior to youth enrollment but not completed. (These need to be expedited.)						
ENROLLMENT						
# of Total New Students Enrolled with an IEP						
# Total Previous Month for the Special Needs Enrollment Count						
# Total Current Month Special Needs with Active IEPs Enrollment Count						
# Total Cumulative Count of All Students Receiving Special Education Services. Each year the count will begin new on August 1 st						
EXITS						
# of GED Students with IEPs who successfully complete the GED Program.						
# of Exiting Students with an IEP who exited during the reporting month but did not receive a diploma or a GED.						
# of Graduating Students with IEPs						
# of Revocated Students during the reporting month						
PRIMARY/SECONDARY DISABILITY AREAS						
Autism (O)						
Deaf-Blindness (H)						
Deafness (G)						
Emotional Disability (K)						
Hearing Impairment (F)						
Intellectual Disability (A)						
Multiple Disabilities (M)						
Orthopedic Impairment (C)						
Other Health Impaired (L)						
Specific Learning Disability (D)						
Speech or Language Impairment (I)						
Traumatic Brain Injury (P)						
Visual Impairment (E)						
<i>Still needing youth's Special Education Records</i>						
SCHOOL PSYCHOLOGICAL EVALUATIONS						
# of Completed Initial Evaluations						
# of Completed Three Re-Evaluations						
# of Completed Record Reviews (Record Reviews are only eligible for youth who are 17 yrs. or older.)						
STUDENT MEETINGS						
# of IEP Review Meetings (These are not Annual Reviews or Triennials. Examples may include: Modifying the IEP to reflect a more appropriate LRE, Parent Requested Meeting, and/or a need to review the IEP for general reasons.)						
# of Annual Review Only Meetings Conducted						
# of Re-Evaluation and Record Review Meetings Only Conducted						
# of Combined Re-Evaluation and AR Meetings Only Conducted						
# of Parents Who Attended Meetings In-Person						
# of Parents Who Attended Meetings by Phone Conference						
# of Canceled Meetings – Please Provide Explanation Below						

End of Month Summary Form 16 Capturing Special Education Student Counts
(revised 08/2018)

Facility Name: _____ Data Month/Year: _____ Submitted by _____
 Note: **Data is due the 5th of every month.** Please email to the Director of Special Education.

Avoiding the use of student names, indicate the reason for any canceled meetings.						
504 Plans						
# of New Students Enrolled with an a 504 Plan						
# of Exiting Students with a 504 Plan						
# of 504 Meetings Conducted						
# Total 504 Plans for the current month.						
#Total 504 Plans from the previous month.						
Each year, the cumulative count will begin new on August 1 st .						

Out-of-Compliance* **The date that starts the counts below is the first date the youth enrolls in school until the last date of the month of this report.**

	Arrived OOC	OOC while incarcerated	Under 30 days – NOT out-of-Compliance	30 days later remains Out-of-Compliance	60 Days remains Out-of-Compliance	90 days remains Out-of-Compliance
PM						
WRN						
CHI						
STC						
HSBG						
Total						

MEETING AGENDA AND MINUTES

Old Business

New Business

	Discussion Notes	Follow-Up, if needed
1.		
2.		
3.		
4.		
5.		
6.		

(Developed 1/25/19)

ILLINOIS DEPARTMENT OF JUVENILE JUSTICE/SCHOOL DISTRICT #428/DEPT. of SPECIAL EDUCATION

INSTRUCTIONS: The Case Manager(CM) places an “X” in each box after completing the youth’s IEP. The form is emailed or placed in the Special Education Resource Coordinator(SERC) mailbox indicating an IEP is ready for review. The SERC reviews the IEP within two school days after receiving the Case Manager’s Checklist email. The SERC will place an “X” in each box after reviewing each section. The SERC and the CM will discuss any sections in need of revision. Note: All Draft IEPs are mailed a minimum of three days prior to the scheduled meeting.

Writing Defensible IEPs Checklist (Revised February 2020)

Date Submitted Case Manager: Date Reviewed 1 st Review 2 nd Review SERC:	Youth’s Name				
	CASE MANAGER		SERC		
	1st	2nd	1st	2nd	
Conference Summary Report					Purposes of Meeting Check ALL that applies. All IEP meetings: IEP Review and Revision and Secondary Transition. Check FBA/BIP if youth has a BIP. Indicate if it is an Initial or Re-Evaluation, as applicable.
COMMENTS					Accurate meeting date, accurate spelling of name, date of birth, grade level, eligibilities, and date of last evaluation: If correct information does not populate, go to Student Info tab to enter information. Youth IS in resident district: IDJJ School District 428
					Correct Parent/Guardian Information Phone Number, and Address from Y360 (SIS may not be most recent) Make necessary corrections in Student Info.
					Anticipated Date of Graduation Check Transcripts for correct date.
Present Levels of Performance					Student strengths describe in narrative form (Academic, Development, Social, Functional, Transition, and Specific Student Interests). Information obtained from teachers, parent and student.
COMMENTS					Parent Educational Concerns/Input Document all parent input. Consider speaking to parent via phone. This area should not be left blank unless the youth is Age of Majority. The A of M youth concerns can also be placed in this area.
					Health Information Concerns List the most current Vision and Hearing Screening. It is also important to reach out to the medical staff to gain any health and medication information. The information of medications and health issues will be listed in the Health Section. This information is available to school staff. A medical release is also needed. Verbal permission from parent/guardian is acceptable on the medical release. Present levels of Academic Achievement Include scores and dates for each academic area, including current assessment scores. Use more than previous data obtained from IEP.

				<p>Student's Present Levels of Functional Performance Add attendance--# of days and percentage present, PBIS grade (level), behavioral information. Data can be garnered from the BASI or KTEA when assessed during Reception and Classification, any CBMs, Lexile Score from Language Live, and reading assessments from the Literacy Volunteers of Illinois, if applicable.</p> <p>Adverse Effects By age 14.5, describe the effect of this youth's disability on the pursuit of post-secondary expectations.</p>
Goals and Objectives				<p>Goals/Objectives are aligned with PLAAFP and Transition Plan and are SMART (Specific, Measureable, Achievable, Relevant, Timely) Goal areas are determined by evaluation meeting and relevant to the student's course of study. Every DJJ student has transition goal/objectives too. It is recommended that Academic and Transition goals be combined.</p> <p>Goal example: By 8/12/2019 _____ will develop self-awareness and self-management skills to achieve school, employment and life success as measured by achievement and remaining on level A or B 80% of the quarter. (ILS SEL Goal 1)</p> <p>Objective example: By 8/12/19 _____ will practice a stress management technique (utilize 5 minute break, move to less busy area of room, request headphones, draw or color) to reduce anxiety related to a school or job task using 4 of 5 trials. (ILS SEL Descriptor 1.A.6) Must be so clear that anyone could evaluate the youth on your objective.</p> <p>Goal areas must align with PLAAFP and Transition Plan</p> <p>Schedule for determining progress: quarterly</p> <p>Consideration of Special Factors: Check appropriate boxes:</p> <p>Check YES or NO for Assistive Technology and explain in box. Check YES by Behavior Impedes Student Learning if student has a BIP.</p> <p>Supplementary Aids, Accommodations, and Modifications Add appropriate classroom-based accommodations and modifications.</p> <p>Supports for School Personnel Check YES and Type: "IDJJ education staff receives annual training in PBIS practices and Crisis Prevention Intervention strategies."</p> <p>Classroom-Based Assessment Check Yes if student will have accommodations.</p> <p>District-Wide Assessments Check NO</p> <p>State Academic A</p> <p>Assessment Accommodations Document any needed accommodations for the content area(s) in this section. <i>(If you are removing special factors requiring supplementary aids, accommodations or modifications that were on previous IEP, justify in Additional Notes/Information)</i></p> <p>Age-appropriate transition assessments List and describe results from transition surveys. Employment, Education AND/OR Training, Independent Living areas must be addressed. ASSESSMENT TYPE: List specific name of each transition assessment used with youth. (minimum 2) (ie Caseys Life Skills, Job-Related Interest Inventory...etc) Add date survey conducted.</p> <p>Provider/Agency: IDJJ</p>
Educational Accommodations and Supports				
Assessment				
Secondary Transition				<p>Post-Secondary Outcomes are written as SMART goals, and at least one goal for each: Employment, Education OR Training, Independent Living Ex: (EMPLOYMENT) After high school, _____ will be employed as a teacher. (EDUCATION) After high school, _____ will attend a university. (IND LIV) After high school, _____ will live independently in an apartment. (IND LIV) After high school, _____ will open a checking account. (at least one goal for each of 3 areas)</p>
				<p>Course of Study Year 1 is 9th grade. List subsequent years. Specify class names (algebra rather than math...etc), and all courses must be available at your school.</p> <p>Transitions services: These are services that will support the student toward achievement of post-secondary goals. The services are for all of high school and after high school. Ideas: names of groups youth participates in, off-grounds trips, FAFSA assistance, AfterCare Transition Training,</p>

FBA/BIP (if applicable) STOP				<p>Provider/Agency: AfterCare and/or IDJJ</p> <p>Home-Based Support Services Program Check NO unless the student is developmentally disabled.</p> <p>Indicator 13 Checklist Complete checklist</p> <p>If a youth has a BIP, do an FBA. The IEP TEAM can determine that a BIP is needed or not needed.</p> <p>FBA: Complete when gathering information about a student’s behavior to determine the need for a BIP. Include data collected through direct observation of the target behavior. FBA forms are free on Midwest PBIS website and the School Psychologist can assist with the FBA.</p> <p>BIP: Complete when the team has determined a BIP is needed. If discontinuing a BIP from a previous IEP, write justification in Additional Notes/Information</p>
				<p>ALL DATA BEYOND THIS POINT ARE SUBJECT TO CHANGE. THE FINAL DETERMINATION WILL BE MADE AT THE IEP MEETING.</p>
Educational Services and Placement				<p>Participation in General Education Classes List classes by core titles: Math, English, Science, Social Sciences. Make sure you are adding to correct box (No Supplementary Aids vs With Supplementary Aids)</p> <p>Participation in Special Education Classes/Services List classes by core titles: Math, English, Science, Social Sciences and minutes per week. (If each class period is 60 minutes per day, then 300 weekly.</p> <p>Related Services: The minutes must be identified as Counseling Minutes rather than Social Work Minutes. The minutes must be directly related to the Mental Health Level Assessment indicated on 360 as Level 0, 1, 2, and 3.0, or 3.5. The SERC will provide the Mental Health Guideline associated with the levels. The minutes can be indicated by weekly or monthly minutes in Embrace. If the team consensus is to alter the required time, then justification is required in the Additional Notes.</p> <p>REMOVE Transportation, aide-class, 1:1 aide and anything else that we cannot provide. Explain removal in additional notes.</p>
				<p>Educational Environment Considerations If the youth is enrolled in Special Education classes, separate schooling, or removal from regular education environment, explain here.</p> <p>Check YES—Student will participate in nonacademic activities with nondisabled peers. Check YES—Student will attend the school he/she would if nondisabled.</p>
Placement Considerations				<p>Placement Considerations:</p> <p>01 _____ will attend general education classes 80% of the day or more (with/without) accommodations.</p> <p>02 _____ will attend general education classes 40-79% of the day (with/without) accommodations.</p> <p>03 _____ will attend general education classes less than 40% of the day (with/without) accommodations.</p> <p>The above 3 placement choices listed on IEP, one checked, and the minutes on previous page match the placement decision. These are the only Educational Environments at IDJJ. Write in harmful effect for the two areas not selected.</p>



Additional Notes				<p>Transportation: Check NO, NO, NO (If the youth had transportation as a related service on previous IEP, explain in additional notes why the service is being removed.)</p> <p>Extended School Year (ESY): Check NO. Type "IDJJ School District #428 has year-round school. ESY is not applicable."</p>
				<p>IDJJ Statement: IDJJ youth with an Individualized Education Program (IEP) will receive services comparable to those identified in their most current IEPs upon District #428 enrollment. When needed, the School District will develop IEPs for all youth in need of special education and related services with special consideration given to the unique circumstances of the correctional environment, including, but not limited to, previous interruption in the student's services during transfer, the inherent transience of the youth's enrollment in the School District, the behavioral supports and related services provided for rehabilitation by IDJJ, security constraints, and safety procedures.</p> <p>SERC will add notes. Attendance may also be added here</p> <p>:</p>

INDIVIDUALIZED EDUCATION PROGRAM (IEP) CONFERENCE PARENT SURVEY

DATE OF MEETING: _____ **NAME OF STUDENT:** _____

Dear Parent(s)/Guardian(s),

We welcome your feedback from your child’s recent meeting so that we can better serve our youth.

My child attends (Please circle appropriate school below):

- Booker T. Washington Alternative HS at IYC Harrisburg
- Glenciffe Academy at IYC Pere Marquette
- Maya Angelou Alternative HS at IYC Warrenville
- Samuel Sublett Alternative HS at IYC St. Charles
- Thurgood Marshall Alternative HS at IYC Chicago

Please rate each question based on your experience:

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was properly notified about the meeting				
The meeting’s purpose was properly communicated				
My opinions were considered by the educational team				
I am satisfied with my child’s progress in his/her educational program				
I am satisfied with the current special education services my child receives				
I received a copy of the Procedural Safeguards/Parents’ Rights				

Please list items you felt the team did well:

Please list any areas needed for improvement:

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE. PLEASE RETURN TO THE SCHOOL IN THE ENCLOSED SELF-ADDRESSED, STAMPED ENVELOPE.

Illinois Department of Juvenile Justice	SPECIAL EDUCATION ADMINISTRATIVE DIRECTIVE	Number	01.01.100
		Pages	1 of 3
		Effective	
Section 01 Administration			
Subsection 01 Personnel			
Subject: 102 Special Education Case Manager Duties			

I. POLICY

A. Authority

730 ILCS 5/3-2.5-20
 20 Ill. Adm. Code 2504

B. Policy Statement

It is the policy of Illinois Department of Juvenile Justice School District #428 to provide high quality educational services to all youth through qualified licensed educational professionals.

C. Attachments

II. PROCEDURE

A. Purpose

1. Every School District #428 youth with an Individual Education Program (IEP) is assigned a Special Education Teacher to function as a Case Manager. The Case Manager is responsible to develop, manage, and assist in the implementation of the assigned youth's IEP.

B. Procedure:

1. Upon enrollment into an IDJJ School, the Special Education Resource Coordinator (SERC) will assign a Case Manager to oversee the youth Special Education Program. The assignment is based on the following protocols to ensure equity of Case Management Workload versus Case Load based on compliance needs of the newly enrolled youth:
 - a. Youth's IEP and Re-Evaluation is in compliance upon entering an IL Youth Center;
 - b. Youth's IEP/Annual Review is due within two months;
 - c. Youth's IEP is expired and out-of-compliance upon entering an IL Youth Center;
 - d. Youth's Re-Evaluation is expired with the IEP remaining in compliance;
 - e. Youth's IEP and Re-Evaluation are both out of compliance (or will be within two months) upon entering an IL Youth Center.
2. The Case Manager meets with the youth within two school days of enrollment to introduce himself/herself as the Case Manager, jointly reviews the youth's IEP, and within five school days will provide two Post-Secondary Transition Career Interest Inventories, Assessment

Special Education ADMINISTRATIVE DIRECTIVE	Effective	Number 01.01.102
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and/or Interviews.

3. The Case Manager will provide, by email, an IEP-At-A-Glance/IEP Summary document to all teachers, mental health, Youth and Family Specialist and administrators who are in direct daily contact with the youth. The document will indicate the youth's name, disability, IEP goals, and accommodations. It is the responsibility of the Case Manager to collaborate with the teachers to determine if the teachers are requesting any clarification or additional training to help support the youth in meeting the IEP goals or accommodations.
4. Eight weeks prior to a youth's Annual Review Date, the SERC will notify the Case Manager of the upcoming scheduled AR meeting via the Conference Invitation. The Case Manager will develop and submit a Draft IEP to the SERC within five days of the meeting for SERC review. Using the IEP Checklist, the SERC will review the Case Manager's developed Draft IEP and make any revision recommendations needed by the Case Manager. The Case Manager completes any revisions before the Draft IEP is mailed, emailed, or given to the Parent(s)/Guardian(s)/Age of Majority Youth within three days of the scheduled meeting.
5. The Draft IEP developed by the Case Manager must contain the following:
 - a. Detailed Present Levels of Performance including teacher input from various disciplines, current grades/completion rates, attendance, mental health input, medical information, parent input (obtains Parent Planning Sheet responses from the SERC), youth's strengths and areas of challenge, and data gained from the youth's most recent initial or three-year evaluation;
 - b. Completed Transition Evaluation Results, Post-Secondary Goals, and Course Outline;
 - c. Academic, Functional, and Transition SMART Goals and Objectives with evaluation data;
 - d. Academic, Functional, and Assessment Supplementary Aids and Accommodations;
 - e. Suggested Educational Environment and corresponding class minutes and locations. (Note: The Education Placement Pages are only suggested and must be team decided during the AR Meeting to avoid Predetermination).
6. If a youth enrolls with an expired, out-of-compliance IEP, then an expedited Draft IEP and Annual Review Meeting will be conducted within 30 calendar days of enrollment.
7. On a quarterly basis (and simultaneous to the assignment of the grades report cards being issued), Case Managers will complete an IEP Quarterly Progress Report addressing the youth's progress toward his/her goals. Narrative information is included and based on as much data as available. The Progress Reports are submitted to the SERC and mailed, emailed, or given to the Parent(s)/Guardian(s) or Age of Majority Youth.
8. During an IEP Meeting, the SERC will begin the Annual Review or IEP Meeting by reviewing the purpose of the meeting, reviews the meeting agenda, and secures all participant signatures, then the Case Manager addresses all areas of the IEP with the IEP Team. The SERC will then provide a summary of the meeting, reads the Additional Notes, and ends the meeting.
9. When a youth graduates, the Case Manager, in collaboration with the SERC, completes a Summary of Performance.

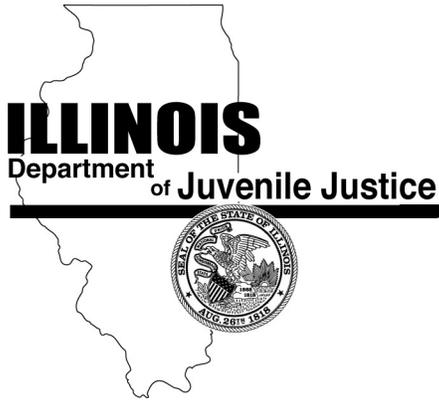
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Authorized by:

IDJJ School District #428 School Superintendent

Date

WORK IN PROGRESS



J.B. Pritzker
Governor

Heidi Mueller
Director

IYC Chicago, 136 No. Western Avenue, Chicago IL 60612
Phone: (312) 633-5219 / TDD: (800) 526-0844

Thurgood Marshall Alternative High School

PARENT PLANNING SHEET

Date: _____

Your name (s) _____

Child's name: _____

Prior to participating in your child's upcoming IEP meeting scheduled for _____, it will help the team if you would provide the following useful information. You know your child the best and providing the team general information before the meeting about what you would like for your child will help guide the development of your child's IEP and help you advocate for your child.

PLEASE RETURN IN THE ENVELOPE PROVIDED. Thank you.

1. My child's strengths include (think about areas such as reading, writing, math, social/behavioral or areas unique to your child:
2. The school skill/s I see my child struggle the most with is/are:

An example of this is:

3. I hope my child's future includes ...
4. My child's greatest interests are in the area (s) of :
5. What does your child like about school?

Dislike about school?

6. The one area I would like to see the school focus on for my child is:
7. To better understand my child, I believe school staff should know ...

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Section	01 Administration		
Subsection	01 Personnel		
Subject: 100	Roles and Responsibilities of IDJJ School District #428 School Psychologist		

I. **POLICY**

A. **Authority**

34 CFR 300
 105 ILCS 5/1.09
 730 ILCS 5/3.2-20
 23 Ill. Adm. Code 25.230
 23 Ill. Adm. Code 25.235
 23 Ill. Adm. Code 226. Subpart I
 Illinois Department of Central Management Services Position Description
 Illinois State Board of Education State Performance Plan Indicator 11

B. **Policy Statement**

It is the policy of Illinois Department of Juvenile Justice School District #428 to provide high quality educational services to all youth through qualified licensed educational professionals.

C. **Attachments**

II. **PROCEDURE**

A. **Purpose**

1. Under direct supervision of the Director of Special Education and general supervision of the School Principal, the School Psychologist performs professional level school psychological functions for youth with, or suspected of having, a disability that impacts his/her educational performance when enrolled in IDJJ School District #428.
2. To comply with the Individual with Disabilities Education Act and Illinois State Board of Education Administrative Rules, the School Psychologist performs Initial Evaluation/Re-Evaluation.

B. **Duties/Responsibilities**

1. **Job Description**

- a. 25% Administers and scores psychological tests, assessing areas of intelligence, visual motor skills, memory, personality, academic achievement, vocational interests

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and aptitudes, language and communication skills; or other Domain assessment, then reports and interprets results to the Special Education team members.

- b. 25% Prepares eligibility reports to share with Special Education team members based upon test results and observations; recommends educational methods, psychiatric and special program referrals and changes in educational and vocational training.
- c. 25% Provides psychological expertise at consultations and staffing with management, educators, vocational evaluators and other professional personnel related to students' aptitude, learning problems, educational placement and behavior modification.
- d. 20% Conducts individual and group counseling, assessing and assisting students with academic, social and behavioral problems; provides recommendation to educators, counselors and staff for changes to the educational programming and social behavioral conditioning based upon results of counseling sessions; maintains records of sessions, noting recommendations provided and progress of student.
- e. 5% Performs other duties as required or assigned with are reasonably with the scope of the duties enumerated above. Services can be provided on an individual or small group basis either in the general education classroom environment or in a small special education setting, sometimes referred to as a "push -in/pull-out" delivery of services model.

2. General Duties/Functions

- a. Administers academic and behavioral assessments for youths to determine eligibility of Special Education entitlement services;
- b. Disperses and collects all student referral forms to and from school staff and shares information with Special Education Resource Coordinator;
- c. Participates in Student Planning Meetings to assist with problem-solving and the development of intervention activities for youth experiencing difficulties that affect his/her school day;
- d. Oversees and participates a team member in conducting youth functional behavioral assessments in collaboration with school staff with team participation of a Behavioral Intervention Plan;
- e. Collaborates with School Staff, Special Education Resource Coordinators, Medical, Clinical Mental Health, Youth and Family Specialists, Substance Abuse Specialists, Juvenile Justice Specialists, Parents/Guardians, Aftercare Departments, and IDJJ School Administration to address Special Education youth program needs;
- f. Observes student behavior and interactions inside/outside the classroom for evaluation purposes;
- g. May conduct initial BASI/KTEA math and reading evaluations (or other additional baseline assessments) for entering youth with disabilities or youth suspect of having a disability to gain a baseline of academic achievement (if no other Principal designee is established) and re-assess youth within six months to determine student academic growth;

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- h. Works collaboratively with the current Special Education Resource Coordinator, reviews Master File, and contact other prior attending school districts to obtain evaluation information;
- i. Posts evaluation Information a minimum of three weeks prior to a scheduled IEP meeting to assist Case Managers in the development of a Draft IEPs;
- j. Develops and shares a weekly data base/grid with the Special Education Resource Coordinator, School Principal, and Director of Special Education. The weekly data base identifies current youth evaluation status including the date the Domain Form was completed, date of signed consent, date assessments completed, date electronic evaluation results were entered, date of uploaded written evaluation report, and date of scheduled eligibility meeting;
- k. Conducts 504 Re-Evaluations and Special Education Eligibility/Re-Evaluations;
- l. Conducts Domain Meetings and completes Domain Form;
- m. Writes eligibility meeting reports for each youth evaluated;
- n. Co-conducts Initial and re-evaluation student eligibility meetings with Special Education Resource Coordinator and Case Manager;
- o. Completes Orders for Delivery for Assessment Programs and submits to Special Education Resource Coordinator;
- p. Attends Professional Development Trainings;
- q. Hosts Special Education School Psychologists Interns with approval from the Director of Special Education and informs School Principal;
- r. Consults with staff to assist with student behavior;
- s. Provides trauma-informed youth information/resources to school staff and administration;
- t. Performs IDEA Child-Find activities;
- u. Co-conducts Peace Circles;
- v. Conducts Post-Secondary Transitional Program assessment information to groups of two fewer youths during each session;
- w. Provides individualized, short-term crisis counseling to assist in the refocusing of the youth when requested by School Administration or initiated by the School Psychologist;
- x. The School Psychologist does not substitute as an academic classroom teacher in a classroom environment;
- y. The School Psychologist does not conduct SPARC Youth Groups;

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- z. The School Psychologist does not meet with youth in offices with door closed or without the line of sight of a school administrator or Juvenile Justice Specialist in the vicinity office or living unit.

Work in Progress

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C. General Provisions for Administrative Protocol

Administrative Protocol for School Psychologists

School Principal

Director of Special Education

Contacts Principal:

Contacts the Director of Special Education

1. NOA approval and signature then email to Dr. Bethel
2. Facility office needs
3. Leaving School Area
4. Immediate Student Behavior Issues
5. School Colleague Concerns
6. General office material replacement Requests
7. Building-based Special Education Issues

1. Conference Interests
 2. School Psychologist – related office needs
 3. Shares and Maintains Student Log
 4. Conducting FBAs/BIPs
 5. Special Education Legal Concerns
 6. Special Education Materials/Purchase
 7. Parent Issues
-

Note: School Psychologists are IDJJ School District #428 employees. All personnel issues are submitted to the School Principal and/or the Director of Special Education as indicated above. Administration will respond accordingly. If any information is needed to be shared with facility administration, the Principal and the Director of Special Education will establish Facility Administration communication.

Authorized by:

IDJJ School District #428 School Superintendent

Date

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Section	01 Administration		
Subsection	01 Personnel		
Subject	101 Roles and Responsibilities of IDJJ School District #428 Special Education Resource Coordinators		

I. POLICY

A. Authority

105 ILCS 5/14-8.03
 730 ILCS 5/3-2.5-20
 20 Ill. Adm. Code 2504
 Illinois Department of Central Management Services Position Description IL 401-0794

B. Policy Statement:

It is the policy of Illinois Department of Juvenile Justice School District #428 to provide high quality educational services to all youth through qualified licensed educational professionals.

C. Attachments:

Two-Month Projection's Form
End of the Month Cumulative Special Education Data Table
Formal Special Education and Principal Meeting Agenda Form

II. PROCEDURE:

A. Purpose:

1. Under general supervision of the Director of Special Education, the Special Education Resource Coordinator (SERC):monitors and tracks the school district for adherence to state and federal special education mandates; monitors the evaluation, education and recordkeeping of students receiving special education and related services for compliance with required deadlines; documents and records data; analyzes and interprets data submitted from various juvenile special education program sources from previous schools and other available data for dissemination to instructional and administrative staff; acts as part of the team to design, implement, evaluate and improve special education services of the school district and individual facility; serves as a resource and makes recommendation to administrative staff to help to establish and improve the special education services at the facility; assists educators in evaluating and improving teaching methods and classroom strategies for students with disabilities; requests/acquires and transfers academic and special education records to and from other juvenile justice facilities, or other public, state, or local agencies serving students with disabilities; serves as a resource for the compliance of records and educational plans as related state and federal mandates, provides classroom teachers with IEP information relating to curriculum accommodations and academic/behavioral support, and assists the School Psychologists to review all Child Find Referrals.

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- a) *Youth Information Collection:* Monitors and enters special education data to ensure compliance with state and federal guidelines; maintains current knowledge on any federal or state Special Education procedural changes, analyzes Individualized Education Plans and other IDJJ Master File educational data to provide meaningful interpretation of the Individual Educational Plans to administration, staff, and parents; documents and records data using spreadsheets to maintain a current Special Education Customized Monitor Report identifying enrolled youth; completes Approval demographics into the Illinois State Board of Education (ISBE) ISTAR System; and monitors accuracy and completion of ISBE Student Information System enrollment and exit dates.
- b) *Student Conferences:* Participates in educational staff and student conferences, including Facility Staffings, as an active team member in order to assist in the decision of an appropriate instructional program based on the student's needs as a result of their disability. Collaborates with the Special Education School Psychologist to request an Illinois State Board of Education Surrogate Parent as needed.
- c) *Curriculum Resource:* Serves as a subject matter resource, reviews academic progress reports, interprets assessment benchmarks, and monitors that supplementary aids and services are provided by the classroom teachers. The SERC also assists educators in evaluating and improving teaching methods and classroom strategies for students with disabilities; collaborates with instructional and counseling staff to devise, adapt, and utilize special education curriculum materials to meet an individual student's need to advance academic and vocational knowledge for youth in a juvenile justice setting.
- d) *Record-Keeping:* Responsible for expediting the request and distribution of all authorized academic records related to special education services from previous school locations; obtains and provides documentation of the student special education records, schedules timely Annual Review and Re-Evaluation student meetings, and reviews Draft Individual Education Plans with Case Managers for accuracy and completeness prior to sharing with parents, youth, and/or guardians.
- e) *Other General Requirements:*
 - i. possession of a current and valid Professional Educator License issued by the Illinois State Board of Education with a Learning Behavior Specialist I Endorsement;
 - ii. working knowledge of the methods, techniques and strategies used in an instructional development of juveniles with intellectual, physical, communication, health or other developmental disabilities;
 - iii. working knowledge of the impact that disabilities and potential co-occurring trauma has on the cognitive, physical, emotional, social, and communication development of an individual;
 - iv. ability to conduct benchmark assessments with youths; collaborate and assist in the identification and selection behavioral objectives and interventions; and to guide family and facility staff regarding the necessary training and educational development of a youth to meet his/her needs;

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- v. ability to prepare written documentation related to student performance and education;
- vi. ability to relate to students with extreme and profound emotional impairments;
- vii. patience and tolerance of a wide range of behavior;
- viii. the ability to teach in a Special Education classroom environment, and
- ix. the ability to travel and must possess a valid driver's license.

2. Required Reports

1. Weekly Projections Submitted Each Monday

- a. Each SERC is required to email an updated Two-Month Projection Form to the Director of Special Education by 4:00 p.m. each Monday. If Monday is holiday, then submission is due the workday following the holiday. The Director of Special Education will review the form in conjunction with the Monitoring Log and the SERC's Outlook Calendar to determine any compliance discrepancies.

2. End-of-the-Month Program Data Table Submission

- a. On or before the 5th of each new month, each SERC submits the End of the Month Special Education Data Table. The form is completed online and emailed to the Director of Special Education. A copy of the data is also mailed to his/her Principal. The information used to complete the Table Format is taken from the last day of the previous month's Monitoring Log. (For example: October 2018 End of the Month Data is submitted on or before November 5, 2018 and is based off the October 31, 2018 Monitoring Log.)

3. Maintaining a Daily Outlook Calendar

- a. Student Meetings, Student Assessments, Monthly Principal Meetings, Monthly Staff Meetings, and Professional Development Conferences, etc. are all recorded daily into the SERC's Outlook Calendar. The calendar acts as a "footprint" of activity and demonstrates data for the role of the SERC. The shared calendar also assists the Director of Special Education to schedule future SERC trainings and meetings. A SERC's Outlook Calendar provides valuable archived data regarding student contacts, compliance meetings, and training dates. It is imperative the calendar reflects all activity and remains current.

4. Obtaining Student Records

- a. SERCs assigned to one of the three Reception and Certification facilities are required to request a youth's previous Special Education school records within three days of a youth enrolled in the R and C. Each SERC is responsible to check the ISBE Statewide Student Information System for every youth who enters Reception and Classification to determine if a youth is eligible for IDEA or Section 504 services. If a youth is identified in SIS as "IDEA Eligible", then it is the responsibility of the SERC to request Special Education Records from the youth's prior school district or through the Embrace IEP Program. If youth records are not received within three days, a

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second alternative type of request will be completed as a follow-up (e.g. phone call with a second email.)

- b. Once Special Education records are received and placed into the youth's orange-colored Master Educational File, the information is added to the Monitoring Log, uploaded into the Embrace Program, and the SERC assigns a Case Manager.

5. Course/Class Schedules

- a. The SERC will work collaboratively with the School Counselor to identify the correct schedule of courses for a youth with disabilities and the level of supplemental support required to achieve academic and behavioral school success. The schedule will be based on a youth's transcript, Individual Educational Plan, Educational Environmental Code, Least Restrictive Environment, any Keep Separate and Safe requirements, and staff to student classroom ratios.

6. Classroom Teaching

- a. In the event of a teacher absence, the SERC can act as a classroom teacher. The Principal will notify the Director of Special Education of the frequency and duration of the classroom teaching assignment.

7. Submit PSAT/SAT/GED Accommodations to the College Board

- a. Based on required College Board due dates, the SERC will collaborate with the School Counselor to submit online testing accommodations as identified in the Individual Education Plan to the College Board website. The SERC will then verify the acceptance of the student accommodations with the College Board prior to the specific testing date. The SERC will also collaborate with the GED Coordinator to identify any assessment accommodations.

8. ISTAR Student Approvals/Exits

- a. Entering each youth's Special Education information into the ISTAR Approval System in ISBE IWAS System is an Illinois State Board of Education requirement. IDJJ School District #428 Special Education pupil count is determined by ISBE based on the formal December 1st Student Approval, "error-free" entries. Each SERC is responsible to enter newly-enrolled student approval records into the ISBE ISTAR Student Approval portal as the youth enrolls in the his/her IDJJ educational program. The approvals must be recorded as "error free". If an error message appears, the file is voided by ISBE. Therefore, the SERC is to maintain error-free entries by making the necessary error corrections until the file entry is accepted by ISBE.
- b. When the youth is paroled or transferred to another IDJJ facility/school, a Student Approval Exit must be entered in the ISTAR Student Approval System.
- c. Both youth Student Approval entry and exit dates must match the SIS Enrollment/Exit dates.

9. Monitoring Logs

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- a. It is the responsibility of each SERC to maintain the school's Special Education Monitoring Log on the IDJJ Shared Drive. When the youth's prior school's Special Education Records are received, the SERC will include the youth's information into the Monitoring Log. The Log is posted on the Shared Drive for access by school and District Central Office staff/administration. The Monitoring Log contains both current and past enrollment. When Annual Reviews and Three-Evaluation meetings are conducted, the Monitoring Log will include any revision to the youth's information. The Director of Special Education reviews each school's Monitoring Log on a weekly basis with supporting Two-Month Projection lists submitted by the SERC at the start of each week.

10. SERC Meetings

- a. SERCs are to participate in monthly team WebEx conferences conducted by the Director of Special Education. A comprehensive agenda will be shared via Outlook Calendar. The agenda will include attachments the SERC will prepare and copy for the meeting. The Director of Special Education will complete minutes from the meeting and distribute by email to the SERCs. The minutes may contain specific follow-up items needed for completion by the SERCs prior to the next monthly meeting. If a SERC misses a scheduled meeting, it is the responsibility of the SERC to contact his/her SERC colleague for any missed information prior to contacting the Director of Special Education with any questions about the missed meeting.
- b. A face-to-face SERC team meeting is scheduled up to four times per year on a quarterly basis. The meetings will require travel and an overnight hotel stay. Quarterly meetings are held at the Springfield IDJJ Headquarters or at a District #428 school location hosted by SERC. Each SERC is encouraged to request the use of agency state utility vehicle in advance of the meeting date.
- c. The SERC is responsible to schedule monthly Special Education staff training meetings. General Educators may also be invited, as needed, with the permission of the Principal. Prior to the meeting, the SERC will develop and disseminate a formal meeting agenda. (The Director of Special Education will provide an electronic copy of the formal meeting agenda form to the SERC during the initial training period.) Within 48 hours of the conclusion of the Special Education Staff Meeting, the SERC will complete typed minutes and distribute to the staff, Principal, and the Director of Special Education.
- d. The SERC is responsible to schedule monthly SERC/Principal meetings. Prior to the meeting, the SERC will elicit Principal agenda items to include as he/she develops and disseminate a formal meeting agenda. This meeting enhances communication between the Principal and the SERC to discuss Special Education compliance issues, youth issues, teacher concerns, curriculum questions, and new ideas, etc. Within 48 hours of the conclusion of the Special Education Staff Meeting, the SERC will complete typed minutes and distribute Principal and the Director of Special Education.

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Authorized by:

IDJJ School District #428 School Superintendent

Date

WORK IN PROGRESS

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Section 02 Programs and Services			
Subsection 01 Placement and Evaluation			
Subject: 102 Post-Secondary Transition Process Guidelines			

I. POLICY

A. Authority:

20 USC 1400.Part B
 20 U.S.C. 1414(d)(1)(A)and (d)(6)
 20 USC 1415.614(d)(1)(A)(bb)(viii)
 34 CFR 300.43(a)(1)
 105 ILCS 5/13-40
 730 ILCS 5/3.25-20
 20 Ill. Adm. Code 2504

B. Policy Statement:

It is the policy of the Illinois Department of Juvenile Justice School District #428 to work with youth to develop post-secondary educational plans that consider the youth's academic abilities, future career goals, and available resources.

C. Attachments:

Illinois State Performance Plan Indicator 13 Checklist

II. PROCEDURE

A. Purpose

1. To ensure full compliance with the Transition efforts under the Individuals with Disabilities Education Act (IDEA) and the IL State Board of Education Rules and Regulation, guidelines are established to develop and implement effective youth Post-Secondary Transition Plans:
2. To include all IDJJ youth with Special Needs (age 14 ½ or older) in the IEP development of his/her written transition goals and objectives to include Employment; Education/Training, and Independent Living.
3. To ensure a middle and high school transition includes assessment, experiences, exploration of careers, school-based supports, and outside agency involvement
 - a. A student aged 14½ to 16 might focus more on assessment and experiences that will assist the student to explore areas of interest, career clusters and determine/narrow down post-school goals, rather than focusing on services related to specific employment and a post-school living plan. Middle School information will be less detailed and focused more on school based supports that outside agency supports.

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The post-school goals may relate to a general employment category rather than a specific career.

- b. A student aged 16 to 21 enrolled in high school will identify a tentative career and will create an actionable career plan to attain it. It will focus on services specific employment and post school living path with more detail and a focus on outside agency supports.

B. Guideline Overview:

1. ILLINOIS LAW based on Federal Law 20 U.S.C. 1414(d)(1)(A) and (d)(6)

- a. Beginning no later than the first IEP to be in effect when a child turns 14 ½ years of age and updated annually thereafter, the IEP shall include:

- i. Appropriate, measurable, postsecondary goals based upon age-appropriate assessments related to employment, education or training, and independent living;

- ii. A process of planning and service delivery that enables students who have disabilities to successfully attain their post-secondary goals;

- iii. The transition services that are needed to assist the youth in reaching those goals, including courses of study and any other needed services to be provided by entities other than school district;

- iv. IDEA 2004 discusses the purpose of transition services as “is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities.

- b. IDJJ Guidelines based on Federal and IL State Post-Secondary Transition Requirements shall address:

- i. Transition Assessments – Measurable Post-Secondary Outcome Goals-Measurable Annual;

- ii. Goals – Transition Services – Activities with Course of Study – Linkages to Adult Agencies

C. Each Plan Will Include:

1. Appropriate PLAAPF (include information based on data)

- a. All information contained in the PLAAPF shall directly relate to the Transition

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G For specific information, refer to Special Education Administrative Directive:
Individual Education Plans

2. Age Appropriate and Timely Vocational/Career Assessments and Student Interview

- a. Assessments are designed to assist with IEP Development; Planning Strategies; and Student Participation with focus on strengths, needs, preferences and interests.
- b. The Special Education Resource Coordinator and/or Case Manager will conduct a minimum of two forms of assessments. This may include a student interview, Casey Life Skills, or any other career/vocational assessment to assist the youth in planning for his/her future occupational choices.

3. Development of Post-Secondary Outcome Goals (Employment, Training,/Education, and Independent Living)

- a. **Education** may include Community College, University/College, Technical Trade/Vocational School or other. Academic courses may be Core, Applied, and/or Functional. Selected courses need to relate specifically to interests/~~post secondary~~~~post-secondary~~ goals. Courses identified to meet graduation requirements should show a progression towards meeting the student's transition goals.
- b. **Training** may include Field Training, Apprenticeship, On-the-job Training, Job Corp, or other
- c. **Employment** may include Paid Employment (full or part-time competitive, supported, non-paid volunteer, military, or other.
- d. **Independent Living** may include health/safety, Financial, Transportation, Social Relationships, Recreation/Leisure, Self-Advocacy, or other.

4. Development of Measurable SMART IEP Annual Goals

- a. Specific, Measurable, Attainable/Achievable, Relevant,/Results-oriented/Realistic, and Time-bound
 - i. Connection of Outcome Goals with SMART IEP Annual Goals;
 - ii. Identification of School-Based Transition Services (Instruction, Related Services, Community Experiences, Employment, and Daily Living Skills;
 - iii. Specification of Course Listing/Courses of Study

5. After Graduation Linkages to Internal and External

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- a. Providers listed in the transition plan may include:
IDJJ Educators; Aftercare Specialists, Substance Abuse Counselor, Mental Health Professional, Youth and Family Specialist, Leisure Activities Specialist, School Counselor, Community College Teachers (if dual-credit), Division of Rehabilitation Counselor, and Tutors, Parent(s)/Guardians, and/or Day Reporting Center Representatives.

D. Duties/Responsibilities

- 1. To ensure a quality annual plan for all IDJJ youth with disabilities; transition plans must address:
 - a. A copy of the Illinois State Performance Plan Indicator Checklist completed by the Case Manager. A copy is included in the final IEP;
 - b. A PLAAPF page that correlates directly with the Post-Secondary Transition Plan;
 - c. Results from two post-secondary transition assessments that supports the post-secondary goals and objectives developed for the youth.
 - d. A minimum of two annual transition goals independent of or included with academic and/or functional goals contained in the Individual Education Plan.
 - e. A minimum of three areas: Employment, Education and/or Training, and Independent Living.
 - f. Coordination with other IDJJ Department's Transition Efforts (e.g. Aftercare release plan).

Authorized by:

IDJJ School District #428 School Superintendent

Date

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Section 02 Programs and Services			
Subsection 01 Placement and Evaluation			
Subject: 101 Special Education Development of Youth Annual Review Individualized Education Plan Guidelines			

I. POLICY

A. Authority

34 CFR 300.116
 105 ILCS 5/13-40
 730 ILCS 5/3-2.5-20
 20 Ill. Adm. Code 2405
 23 Ill. Adm. Code 226
 04.10.105

B. Policy Statement

It is the policy of Illinois Department of Juvenile Justice School District #428 to ensure all youth that require special education services receive a free and appropriate public education in the least restrictive environment.

C. Attachments

- Parent Information Questionnaire;
- IEP Checklist;
- Parent/Guardian/and Student Notification of Transfer of Rights;
- Delegation of Rights to make Educational Decisions;
- End of the IEP Meeting Feedback Form; and
- Explanation of Procedural Safeguards

II. PROCEDURE

A. Purpose

1. An Individualized Education Plan (IEP) is a plan that describes the special education instruction, supports, and services that students with disabilities are legally entitled to receive. An IEP is developed by school staff members, the student's parents/guardians and the student. The required contents of an IEP are determined by the student's needs and age as well as federal and state laws.

a. The IEP requirements include:

- i. IEP forms;
- ii. Required Notice and Consent Forms;

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- iii. Assessment Information;
- iv. A Summary of Performance form to be completed prior to the student exiting high school when graduating or Aging out

2. It is recommended that the IEP be developed immediately following the eligibility determination. (If the district chooses to hold two separate meetings, the IEP meeting must be conducted within 30 school days of the determination of eligibility. Both meetings must occur within 60 school days of the date parents signed consent.)

3. Upon completion of the IEP meeting, the district must provide a copy of the IEP to the parent(s), guardians, and/or Age of Majority Youth. A copy of the IEP shall be kept on file by the local district, uploaded in Y360, and a hard copy placed in the Master File.

B. IEP Requirements

- 1. An Individualized Education Plan (IEP) is required:
 - a. Upon the completion of an initial evaluation or reevaluation of a student suspected of having a disability;
 - b. When reviewing the results of an independent or outside evaluation;
 - c. Following the recommended termination of special education for one or more disabilities (This would include students who complete special education programs and return full- time to general education and students who complete programs for one specific disability but continues to receive special education for other disabilities.);
 - d. When reviewing or revising the IEP, including placement;
 - e. To determine if a student's behavior was a manifestation of his/her disability;
 - f. When considering transition services for a student;
 - g. When developing a Behavioral Intervention Plan; and
 - h. When terminating the special education placement of a student.

2. All eligibly entitled youth enrolled in IDJJ School District #428 must have a current completed IEP that appropriately reflects the youth's educational plan during his/her term of incarceration.

C. Every IEP must include

1. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

The present levels of academic achievement and functional performance should be descriptive statements addressing both areas and showing a relationship to the Illinois Learning Standards. There must be a direct correlation between the academic achievement and functional performance, development of the goals and objectives benchmarks, and provision of specific special education and related services. (Note: In addition to the data listed below, documentation should reflect the general results documented from the most recent evaluation eligibility report without exact restatement.)

- a. Appropriate PLAAPF (include information based on data) Includes:

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- i. Parent (parent concerns), teachers, and youth voice in the narrative;
 - ii. Youth strengths, both academic and functional;
 - iii. Teacher observation of academic performance with specific information from observations in the classroom;
 - iv. Health Status/Medications (Verbal or Written permission is required from parent, guardian, or Age of Majority youth using the IDJJ Authorization to Release Medical Information to IDJJ School District #428);
 - v. Communication Status;
 - vi. Cognitive Functioning;
 - vii. Social/Emotional Status/Social Functioning;
 - viii. Most Current Academic Data: (Include dates given)
- b. Examples:
- i. Basic Academic Skills Inventory (BASI) Score: Reading and Math and/or KTEA Skills Inventory;
 - ii. Key Math Score: GE _____ Stanine _____ %tile _____;
 - iii. TABE Score from Literacy Volunteers of IL
 - iv. Language Live Reading Benchmark GE _____ Stanine _____ Percentile _____
 - v. Mental Health Level: 0 1 2 3 (with IDJJ standard minutes per week) YASI Score with a definition to explain meaning behind score;
 - vi. ACT Work Keys Reading and Math;
 - vii. IL Assessment of Readiness (IAR) Reading/Math Composite (if available from previous school district);
 - viii. Attach a Writing Sample, if available;
 - ix. ACT, PSAT, and/or SAT: Reading and Math, if available;
 - x. Vision Screening: Passed/Failed Date;
 - xi. Hearing Screening: Passed/Failed Date

2. **SECONDARY TRANSITION**

- a. The IEP team must address transition services for the IEP that will be in effect when the youth is 14.5 years of age. Transition services should include appropriate, measurable post-secondary goals that are based on age-appropriate transition assessments. Any area addressed should be based on the needs of the youth, with consideration of his/her strengths,

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preferences and interests. For more information, refer to *Special Education Administrative Directive Post-Secondary Transition Process Guideline Administrative Directive*.

3. **GOALS AND OBJECTIVES/BENCHMARKS**

- a. Provide a minimum of three SMART (Specific, Measurable, Attainable/Achievable, Results-Oriented, and Timely) GOAL statements written in objective and measurable terms that describes what the student should be able to accomplish in the next 12 months. The annual goal should be based on the team's determination of the student's needs that result from his/her disability to enabling the student involvement in the general curriculum, age-appropriate activities and must reflect consideration of the Illinois Learning Standards. The goals should reflect the information contained in the Present Levels of Academic Achievement and Functional Performance (PLAAPF) with attention to academic, functional, and post-secondary transition development.
- b. Short Term Objectives/Benchmarks - Provide statements written in measurable terms that identify the intermediate steps between the student's present levels of performance and his/her annual goals. A minimum of three number of objectives/ benchmarks should be identified to guide the instructional process during the school year. The objectives should be progressively more challenging with increased expectations throughout the 12-months of the IEP. Objectives are reviewed on a quarterly basis using the IEP Progress Report Form.

4. **EDUCATIONAL ACCOMMODATIONS AND SUPPORTS**

- a. Indicate what aids, accommodations and/or modifications are needed in general education classes and other education-related settings to enable the student to be educated with nondisabled peers to the maximum extent appropriate. Any supplementary aids should be based on the individual needs of the student (e.g., shortened assignments in specific classes, preferential seating). Supplementary aids should also apply to non-academic and extra-curricular activities.
- b. All persons responsible for implementing the educational accommodations must be informed of his/her specific responsibilities. Key Implementers (teachers) can include training needs required of the teacher to implement the IEP. (For example: Crisis Prevention Intervention Training to implement a youth Behavior Intervention Plan.)

5. **EDUCATIONAL PLACEMENT AND RECOMMENDATION**

- a. In determining the educational placement of a child with a disability, IDJJ School District #428 placement decision must consider:
 - i. Is made by an educational team, including the Parents/Guardians/Age of Majority Youth, the youth, and other persons knowledgeable about the youth. The educational team members will be able to interpret the meaning of the evaluation data, understand the placement options and must develop decisions based on the Least Restrictive Education expectation with consideration given to any potential harmful effect on the child or on the quality of services the youth requires.
 - ii. The youth's placement, as determined at least annually, is based on the comprehensive IEP. A youth with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general

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education curriculum.

- iii. When completing this section, the team must document the reasons why placements considered were rejected. The team must document, but is not limited to, at least three options considered. Although an option may have a potential harmful effect, the team may still determine that it is the most appropriate placement for the youth.

6. **ADDITIONAL NOTES:**

- a. Each Special Educational Resource Coordinator will complete detailed notes of any information not already contained in the IEP but discussed or reported during the IEP Meeting. The Additional Notes Page is to include pertinent points of discussion that occur during the meeting that impacts the decision of the education and post-secondary program for the youth. The Additional Notes Page must also contain an IDJJ paragraph that shares the uniqueness of the IDJJ program.

7. **PARENT/GUARDIAN NOTIFICATION OF CONFERENCE RECOMMENDATIONS**

- a. At the conclusion of every meeting, the final IEP will provide parents/guardians/Age of Majority Youth a summary of agreements for the Annual Review documents. It also provides the Parents/Guardians/Age of Majority Youth the opportunity to waive the 10-day implementation period. The notification also provides the individual with the contact district personnel who can provide them with a full explanation of their Special rights based on the Procedural Safeguards.

name of
Education

8. **EXPLANATION OF PROCEDURAL SAFEGUARDS**

- a. Parents/Guardians/Age of Majority Youth must be provided a copy of their rights that are safeguarded by both federal and state law. A copy of the rights must be provided:
 - i. Annually;
 - ii. Given upon an initial request for an evaluation;
 - iii. Complaint to Illinois State Board of Education;
 - iv. Disciplinary removal that constitutes a change in placement; and
 - v. Upon request.

9. **FLOWCHART OF CONDUCTING AN IEP MEETING (once youth eligibility has been verified)**

Step 1: Upon entry into an IDJJ facility, the Special Education Resource Coordinator (SERC) or other designated staff member (i.e. School Counselor) will receive a list of youth names. All names will be entered into the IL State Board of Education Student Information System (SIS) to determine if the youth has been identified as "IDEA Eligible".

Step 2: The SERC will request prior school Special Education Records from previous school(s) attended. Once records are received, the SERC determines upcoming Annual Review and Three-Year Re-Evaluation dates.

Step 3: The SERC will assign the youth a Case Manager.

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Step 4: If the youth's Annual Review Date is due within two months, the SERC will reach out to the Parent, Guardian, or Age of Majority Youth to schedule an agreed upon date to conduct the IEP Conference prior to the expiration of the current IEP. If the IEP is out-of-compliance when the youth enters a facility, an expedited meeting will be scheduled. SERC will mail/email Conference Invitation to all attendees. The parent or guardian Conference Invitation will also include the Parent Information Questionnaire with a returned stamped envelope and the Explanation of Procedural Safeguards. (SERC or Case Manager may also need to conduct the questionnaire by phone or email to gain helpful and timely information.) Scheduling the conference will inform the parent(s)/guardian(s) of the date, time, and location of the conference to discuss the educational needs of their child, the purpose of that conference, and those persons, identifying name and/or title, who have been invited to attend. Parent(s), Guardian(s), and Age of Majority Youth must be provided 10-calendar days' notice prior to scheduling the IEP meeting. Parent(s), Guardian(s), and Age of Majority Youth may waive this 10-calendar notice. (Note: SERCs must document the parental waiver in the IEP notes, on the Conference of Meeting Form, and in the Additional Notes Page in the IEP.)

Step 5:- Every meeting must include a minimum of a General Education Teacher, Special Education Teacher (Case Manager), Local Education Agency Agent (School Administrator), Parent/Guardian, and Youth. It is highly recommended to also invite representatives from other IDJJ Departments (or Post-Secondary Transition Agencies) who have specific interaction and interest in the academic/social/emotional/behavioral well-being of the youth. SERCs are required to attend all Special Education Annual Review IEP meetings.

Step 6: SERC will introduce himself/herself to the youth upon school enrollment. SERC or Case Manager will conduct a minimum of two Post-Secondary Transition Assessments if the youth is age 14.5 or older. Case Manager will request youth academic, behavioral, functional, and social information from the teaching staff who work directly with the staff. SERC and/or Case Manager will review the youth's Master File, contact Medical (with approved signed waiver)/Mental Health/Substance Abuse/Youth & Family Specialist/Juvenile Justice Specialists, School Counselor, Parent or Guardian for current and historical educational information.

Step 7: Case Manager will complete the youth's IEP using the Embrace IEP Program and submit it a minimum of five days prior to the scheduled Annual Review Conference. Within 24 hours of submission, the SERC will use the IEP Checklist to review the IEP and share Checklist changes and/or editing recommendations with the Case Manager. The Case Manager will make necessary edits, if any, and alert the SERC the IEP is completed.

Step 8: The SERC mails or emails the Draft IEP to the parent, guardian, or Age of Majority Youth a minimum of three days prior to the scheduled meeting.

Step 9: During the meeting, all participants are provided a copy of the Draft IEP, the SERC will obtain participant signatures and distributes/reviews the Meeting Agenda. The Agenda must be followed. All attendees are introduced. Jointly, the SERC and the Case Manager will conduct the meeting. The SERC will complete the Additional Note's page during the meeting and complete any Excusal Form(s) for any additional invitee that is unable to attend and who has not submitted a written report. Note: No meeting can be conducted if the required minimum team members are absent. By law, all participants must remain in attendance for the entire duration of the meeting.

- a. If the parent/guardian/Age of Majority Youth received the Draft IEP prior the scheduled meeting date and has reviewed the document with no questions regarding the Goals and Objectives, then detailed review of the Goals and Objectives is not required.

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- b. Educational Placement and Recommendations are discussed with attention to courses, minutes per week, related services, and educational environment.
- c. If the youth is 17 or 18 years of age, the Case Manager will:
 - i. Age 17 – Provide *Parent/Guardian/and Student Notification of Transfer of Rights* due to Age of Majority, and
 - ii. Age 18 – Provide *Delegation of Rights to make Educational Decisions*
- d. If the Youth is Graduating, then Summary of Performance must be completed. (*Refer to Summary of Performance Guidelines.*)

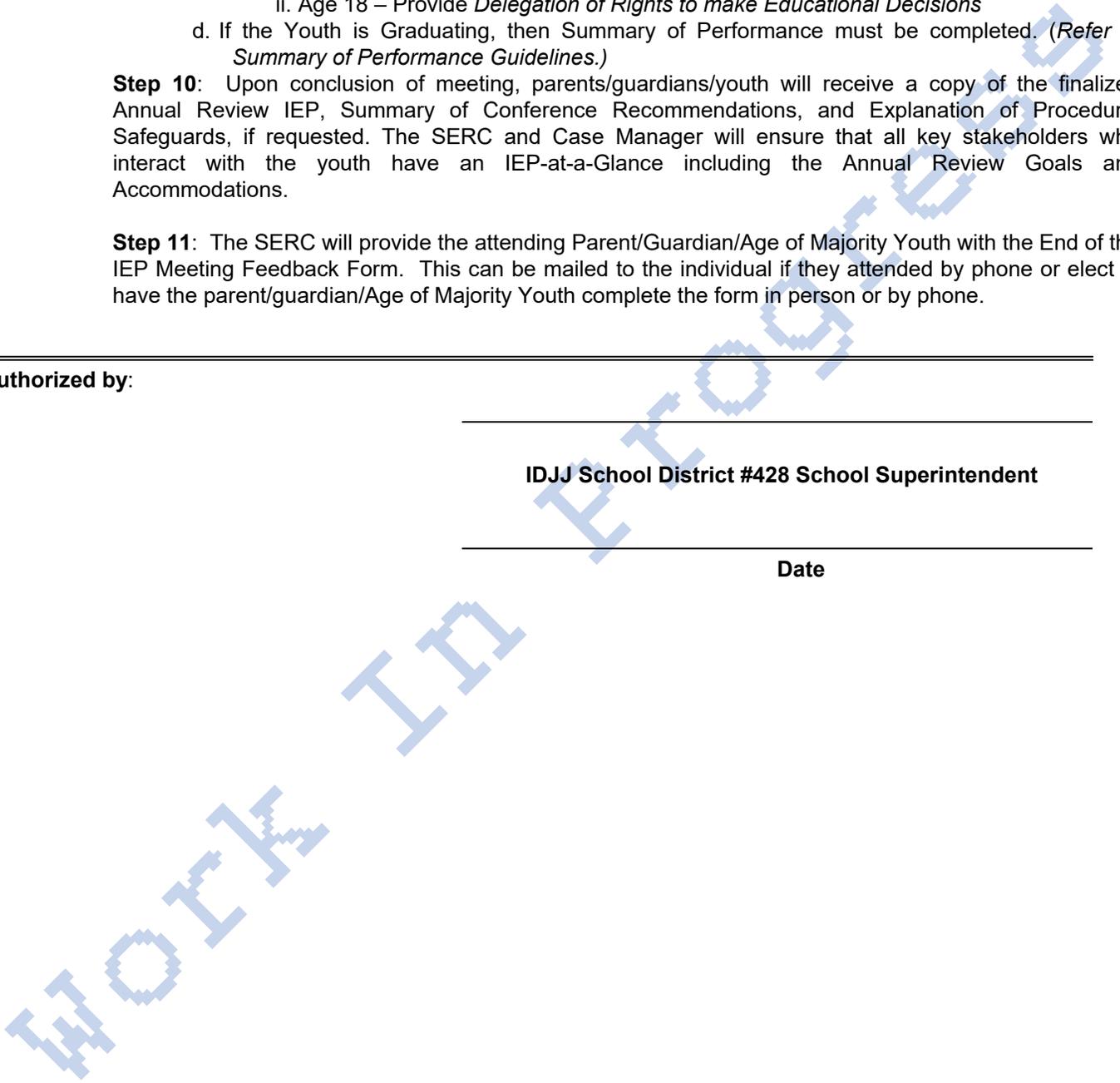
Step 10: Upon conclusion of meeting, parents/guardians/youth will receive a copy of the finalized Annual Review IEP, Summary of Conference Recommendations, and Explanation of Procedural Safeguards, if requested. The SERC and Case Manager will ensure that all key stakeholders who interact with the youth have an IEP-at-a-Glance including the Annual Review Goals and Accommodations.

Step 11: The SERC will provide the attending Parent/Guardian/Age of Majority Youth with the End of the IEP Meeting Feedback Form. This can be mailed to the individual if they attended by phone or elect to have the parent/guardian/Age of Majority Youth complete the form in person or by phone.

Authorized by:

IDJJ School District #428 School Superintendent

Date



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			Pages	1 of 3
			Effective	
Section	02	Programs and Services		
Subsection	01	Placement and Evaluation		
Subject:	100	Special Education Multi-Use Student Case Study Referral Form (Used for General Student Assistance Teams, Initial Referral Case Study, and Three-Year Re-Evaluations)		

I. **POLICY**

A. **Authority**

34 CFR 104
 105 ILCS 5/13-40
 20 Ill. Adm. Code 2405
 04.10.105

B. **Policy Statement**

It is the policy of Illinois Department of Juvenile Justice School District #428 to ensure all youth that require special education services receive a free and appropriate public education in the least restrictive environment.

C. **Attachment**

Illinois Department of Juvenile Justice School District #428
 Special Education Multi-Use Student Case Study Referral Form
 ISBE Form 34-57A

II. **PROCEDURE**

A. **Purpose**

1. The purpose of the Special Education Multi-Use Student Case Study Referral Form is to collect comprehensive youth data to determine if the youth may or may not be eligible for Special Education Entitlement Services, Section 504 Services, or to be used as a general team planning intervention tool to support nondisabled youth achieve academic student growth.

2. The Special Education Multi-Use Student Case Study Referral Form is also used to conduct IDEA *Child-Find* identification and is completed by school staff to indicate an educational/functional/behavioral concern demonstrated by nondisabled youth within an academic setting that significantly impacts student achievement.

3. The Special Education Multi-Use Student Case Study Referral Form is completed by the Special Education Resource Coordinator, School Psychologist or other designated school staff prior to an Initial Evaluation, Triennial Re-Evaluation, or Team Planning Meeting.

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B. **Form Directions**

1. The Special Education Resource Coordinator (SERC) and/or The School Psychologist receives a written Request for a Case Study evaluation. The Special Education Resource Coordinator is the point person to complete the Special Education Multi-Use Student Case Study Referral Form and will maintain a database of all actions related to the form.
2. If the form is used to initiate a Request for Case Study Evaluation, the SERC must immediately notify the IDJJ Director of Special Education the day of the request. The team will have 14 calendar days to collect the necessary information to determine if a full Case Study Evaluation is warranted. On or before the 14th calendar day from the initial request and after a decision to proceed or not to proceed with the referral, the Director of Special Education will complete the ISBE Form 34-57A: *Parent/Guardian Notification of a Decision Regarding a Request for an Evaluation* and submit to the referring party.
3. To complete the form, the SERC will access Y360, Student Master File, Pearson Connexus Reports, Orange Educational File containing current and previous school records, assessment information conducted by other educational staff, youth interview, Blended Learning Work Samples, ISBE Student Information System (SIS), Official Student Transcript, parent interview, other IDJJ department representatives, and school administration to secure educational data to complete the Referral documentation in a timely manner.
4. The SERC, School Psychologist, and Building Level Administrator/Principal's signatures are required.
5. Based on the purpose of the Youth Referral Form, a meeting be will be scheduled to conduct the following events:
 - a. A *General Student Assistance Team Meeting* will be scheduled, and participants notified. The meeting may result in establishing a Targeted Intervention with a follow-up meeting scheduled to review results of the intervention, a need to conduct a Functional Behavioral Assessment, the development of a 504 Plan, or an Initial Case Study is scheduled.
 - b. The School Psychologist will secure Initial and Triennial Parent/Guardian/Surrogate/AoM Youth consent. The School Psychologist will contact the Special Education Resource Coordinator to determine an agreed upon Eligibility/IEP meeting date.

Illinois Department of **Juvenile Justice**

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Authorized by:

IDJJ School District #428 School Superintendent

Date

Work in Progress

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		Pages	1 of 3
		Effective	
Section 01 Administration			
Subsection 01 Personnel			
Subject: 102 Special Education Case Manager Duties			

I. POLICY

A. Authority

730 ILCS 5/3-2.5-20
 20 Ill. Adm. Code 2504

B. Policy Statement

It is the policy of Illinois Department of Juvenile Justice School District #428 to provide high quality educational services to all youth through qualified licensed educational professionals.

C. Attachments

None

II. PROCEDURE

A. Purpose

1. Every School District #428 youth with an Individual Education Program (IEP) is assigned a Special Education Teacher to function as a Case Manager. The Case Manager is responsible to develop, manage, and assist in the implementation of the assigned youth's IEP.

B. Procedure:

1. Upon enrollment into an IDJJ School, the Special Education Resource Coordinator (SERC) will assign a Case Manager to oversee youth Special Education Program. The assignment is based on the following protocols to ensure equity of Case Management Workload versus Case Load based on compliance needs of the newly enrolled youth:
 - a. Youth IEP and Re-Evaluation is in-compliance upon entering an IL Youth Center;
 - b. Youth IEP/Annual Review is due within two months;
 - c. Youth IEP is expired and out-of-compliance upon entering an IL Youth Center;
 - d. Youth Re-Evaluation is expired with the IEP remaining in compliance;
 - e. Youth IEP and Re-Evaluation are both out of compliance (or will be within two months) upon entering an IL Youth Center. This is a priority for all Case Managers and Special Education Resource Coordinators.)

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2. The Case Manager meets with the youth within two school days of enrollment to introduce himself/herself as the Case Manager, jointly reviews the youth's IEP, and within five school days will provide two Post-Secondary Transition Career Interest Inventories, Assessment and/or Interviews.
3. The Case Manager will provide, by email, an IEP-At-A-Glance/IEP Summary document to all teachers, mental health, Youth and Family Specialist and administrators who are in direct daily contact with the youth. The document will indicate the youth's name, disability, IEP goals, and accommodations. It is the responsibility of the Case Manager to collaborate with the teachers to determine if the teachers are requesting any clarification or additional training to help support the youth in meeting the IEP goals or accommodations.
4. Eight weeks prior to a youth's Annual Review Date, the SERC will notify the Case Manager of the upcoming scheduled AR meeting via the Conference Invitation. The Case Manager will develop and submit a Draft IEP to the SERC within five days of the meeting for SERC review. Using the IEP Checklist, the SERC will review the Case Manager's developed Draft IEP and make any revision recommendations needed by the Case Manager. The Case Manager completes any revisions before the Draft IEP is mailed, emailed, or given to the Parent(s)/Guardian(s)/Age of Majority Youth within three days of the scheduled meeting.
5. The Draft IEP developed by the Case Manager must contain the following:
 - a. Detailed Present Levels of Performance including teacher input from various disciplines, current grades/completion rates, attendance, mental health input, medical information, parent input (obtains Parent Planning Sheet responses from the SERC), youth's strengths and areas of challenge, and data gained from the youth's most recent initial or three-year evaluation;
 - b. Completed Transition Evaluation Results, Post-Secondary Goals, and Course Outline;
 - c. Academic, Functional, and Transition SMART Goals and Objectives with evaluation data;
 - d. Academic, Functional, and Assessment Supplementary Aids and Accommodations;
 - e. Suggested Educational Environment and corresponding class minutes and locations. (Note: The Education Placement Pages are only suggested and must be team decided during the AR Meeting to avoid Predetermination).
6. If a youth enrolls with an expired, out-of-compliance IEP, then an expedited Draft IEP and Annual Review Meeting will be conducted within 30 calendar days of enrollment.
7. On a quarterly basis (and simultaneous to the assignment of the grades report cards being issued), Case Managers will complete an IEP Quarterly Progress Report addressing the youth's progress toward his/her goals. Narrative information is included and based on as much data as available. The Progress Reports are submitted to the SERC and mailed, emailed, or given to the Parent(s)/Guardian(s) or Age of Majority Youth.
8. During an IEP Meeting, the SERC will begin the Annual Review or IEP Meeting by reviewing the purpose of the meeting, reviews the meeting agenda, and secures all participant signatures, then the Case Manager addresses all areas of the IEP with the IEP Team. The SERC will then provide a summary of the meeting, reads the Additional Notes, and ends the meeting.

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9. When a youth graduates, the Case Manager, in collaboration with the SERC, completes a Summary of Performance.

Authorized by:

IDJJ School District #428 School Superintendent

Date

WORK IN PROGRESS

Illinois Department of Juvenile Justice School District #428
Special Education Multi-Use Student Case Study Referral Form

Name of Special Education Resource Coordinator _____

Check Purpose of Referral:

- Student Assistance Team/Team Planning Form
- Initial Evaluation Case Study/ Three-Year Re-Evaluation Case Study (Circle All that Apply)
- 504 Initial/Annual/Re-Evaluation (Circle All that Apply)

_____ Date the written Request for an Evaluation was submitted to the Special Education Resource Coordinator. (Only complete if a Request for a Case Study Evaluation.)

_____ Date SERC notified the IDJJ Director of Special Education of the Request for a Case Study Evaluation. (Initiates the 14-day period to notify referring individual of the decision to proceed or not to proceed with the evaluation.)

I. STUDENT IDENTIFICATION/ASSIGNED STAFF

Name of Youth: _____
Parent(s)/Guardian's address _____
Date of Birth: _____ Current Academic Grade _____
YIN#: _____
SIS#: _____
Primary Spoken Language: _____
Facility: _____
Living Unit: _____
Name of Youth and Family Specialist: _____
Name of Mental Health Specialist: _____
Name of Aftercare Specialist: _____
Location of DRS Office _____
School Enrollment Date: _____
Current PBIS Level (Circle One) A B C
Projected Target Release Date: _____

II. BENCHMARK ASSESSMENT DATA:

A. **Basic Academic Skills Inventory (BASI) Score:** Reading: _____ Math _____ Date Administered: _____
Comments _____

B. **KTEA Score:** Reading _____ Math _____ Date Administered _____
Comments _____

C. **Key Math Score:** GE _____ Stanine _____ %tile _____ Date Administered: _____

Comments _____

D. **Mental Health Level:** 0 1 2 3 (Circle One)

Comments _____

E. **YASI Score:** _____ (Contact YFS) Date Administered: _____

Comments _____

F. **ACT WorkKeys:** Reading _____ Math _____ Date Administered: _____

Comments _____

G. **IL Assessment of Readiness (IAR)** Reading _____ Math _____ Date Administered: _____

Comments _____

H. **SAT** Math _____ Reading _____ Composite _____ Date Administered _____

Comments _____

I. _____

J. **PSAT:** Math _____ Reading _____ Composite _____ Date Administered _____

Comments _____

K. **Vision Screening:** Passed _____ Failed _____ Date _____

L. **Hearing Screening:** Passed _____ Failed _____ Date _____

M. **Other:** _____

III. **COURSEWORK DATA**

***Attach Current Transcript and complete current coursework data below:**

Enrolled Courses	Completed (Y/N)	Percentage	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

II. **Attendance**

During the last 30 school attendance days, how often has the student attended school? _____/30 school days = %

Comments: _____

III. ACADEMIC BACKGROUND/CURRENT FUNCTIONING

Are academic skills an area of concern? Yes No (circle one)

Place an "S" if it is an Area of Strength

Place a "W" if it is an Area of Weakness/Challenge

Reading

- Applying phonetic skills
- Drawing Conclusions
- Reading Fluency
- Keeping Place on a Page/Screen
- Understanding Vocabulary
- Predicting Story Outcomes
- Stating Main Idea
- Locating Answers in Text/Screen
- Sequencing of Events

Math

- Basic Computation
- Recalling Basic Facts
- Making Change
- Computing Fractions
- Observing Mathematical Signs
- Completing Story Problems
- Lining up Columns
- Computing Multi-Digit Problems
- Regrouping
- Solving Algebraic Equations
- Telling Time

Writing

- Spelling
- Grammar
- Punctuation
- Limited Vocabulary
- Letter/Word Reversals
- Writing Complete Sentences
- Using Variety of Sentence Types
- Capitalization

AdditionalComments _____

IV. ADAPTIVE/FUNCTIONAL PERFORMANCE

Are Adaptive/Functional skills an area of concern? Yes No (Circle One)

Place an "S" if it is an Area of Strength

Place a "W" if it is an Area of Weakness/Challenge

- | | | |
|--|--|---|
| <input type="checkbox"/> Asking for Assistance | <input type="checkbox"/> Personal Care (Hygiene) | <input type="checkbox"/> Talking at Inappropriate times |
| <input type="checkbox"/> Attempts Difficult Problems | <input type="checkbox"/> Uses Class Time Wisely | <input type="checkbox"/> Completes Class Work |
| <input type="checkbox"/> Participates in Class Discussions | <input type="checkbox"/> Transitions Appropriately | <input type="checkbox"/> Organizational Skills |
| <input type="checkbox"/> Takes Notes | <input type="checkbox"/> Utilizes Textbooks | <input type="checkbox"/> Respectful |
| <input type="checkbox"/> Requests Materials Appropriately | | |

Comments: _____

V. SOCIAL/EMOTIONAL SKILLS

Are Social/Emotional Skills an area of concern? Yes No (circle one)

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> Withdraws | <input type="checkbox"/> Tantrums | <input type="checkbox"/> Easily Frustrated | <input type="checkbox"/> Displays Anxiety |
| <input type="checkbox"/> Has Poor Peer Relations | <input type="checkbox"/> Appears Sad/Depressed | <input type="checkbox"/> Has a Negative Attitude | <input type="checkbox"/> Lacks Confidence |
| <input type="checkbox"/> Manipulative/Lies | <input type="checkbox"/> Uses Obscene Gestures/Language | | <input type="checkbox"/> Does Not Accept Responsibility |
| <input type="checkbox"/> Seeks Attention Inappropriately | <input type="checkbox"/> Demonstrates Frequent Mood Swings | | |

Comments: _____

VI. BEHAVIORAL FUNCTIONING

Are there significant behavioral concerns? Yes No (circle one)

- | | | |
|---|---|--|
| <input type="checkbox"/> Inattentive | <input type="checkbox"/> Frequently Out of Seat | <input type="checkbox"/> Does Not Follow Directions |
| <input type="checkbox"/> Talks Inappropriately to Students/Adults | | <input type="checkbox"/> Initiates Fights with Student/Staff |
| <input type="checkbox"/> Verbally Aggressive | <input type="checkbox"/> Physically Aggressive | <input type="checkbox"/> Defiant/Disrespectful |
| <input type="checkbox"/> Argumentative/Oppositional | <input type="checkbox"/> Sleeps During Class | <input type="checkbox"/> Frequent Daydreaming |
| <input type="checkbox"/> Destroys Property | <input type="checkbox"/> Cheats on Class Work | <input type="checkbox"/> Excessive Fidgeting |
| <input type="checkbox"/> Impulsive | <input type="checkbox"/> Displays Frequent Off-Task Behaviors | <input type="checkbox"/> Demanding |
| <input type="checkbox"/> Self-harming | | |

Comments: _____

VII. SPEECH/LANGUAGE PERFORMANCE

Are there significant speech/language concerns? Yes No (circle one)

Articulation Language Vocabulary
 Disfluency/Stuttering Rate of Speech

Comments: _____

VIII. MOTOR/SENSORY SKILLS

Are there significant motor/sensory concerns? Yes No (circle one)

Posture Balance Handwriting Tactile Sensitivity
 Inconsistent Hand Preference Eye/Hand Coordination Difficulties Reacts to noise and/or lighting

Comments: _____

IX. Academic and Behavioral INTERVENTIONS ATTEMPTS/RESULTS

Intervention	# of weeks of intervention	Result	Comment

X. REQUIRED SIGNATURES

The Referral Packet is complete with attached transcript. Submit Referral to the Special Education Resource Coordinator. The submission of the Referral Packet may or may not result in a Special Education Evaluation or Eligibility. A Student Assistance Problem-Solving Team Meeting may be scheduled prior to further decision to evaluate.

Principal's Signature _____ Date _____

Special Education Resource Coordinator _____ Date _____

School Psychologist _____ Date _____

5.7 CTE Update
Programming Across
the School District Update

**Illinois Department of Juvenile Justice
Board of Education**

Date: May 15, 2020	Subject: CTE Update
Initiated by: Mr. Ricardo D. Johnson Career and Technical Director	Attachments: <ul style="list-style-type: none">• Lake Land College Updates
Reviewed by: Director Heidi Mueller Superintendent Sophia Jones-Redmond	

BACKGROUND INFORMATION:

This program was directed under the Consent Decree to establish Educational Services - Youth with a diploma or General Equivalent Diploma (GED). The remedial plan shall ensure during school hours, for youth at all IYCs who have a high school diploma or a GED, regardless of their status or security classification, adequate constructive, supervised programming reasonably directed towards rehabilitation, such as vocational education and post-secondary education, to ensure that such youth are not idle. The Department of Juvenile Justice – School District #428 is in partnership with:

- Lake Land College, which offers the following vocational opportunities at our St. Charles facility: Custodial Maintenance, Horticulture, and Construction and Culinary Arts, Horticulture, and Custodial Maintenance at our Harrisburg facility. The purpose of this partnership is to provide post-secondary vocational education opportunities to our youth. The partnership offers vocational educational programs which will result in the issuance of college and dual credit, which are transferrable academic credits. Industry-recognized vocational certifications can be earned through enrollment and participation in the above Lake Land College programs.
- The Center for Educational Excellence in Alternative Settings (CEEAS) since May 2015. CEEAS is not a post-secondary or vocational program, but their program assists juvenile justice agencies and their education partners on how to implement transformational student-focused practices designed to significantly improve the life changes of the students they serve. IYC Chicago has been receiving services with CEEAS for the last 2 years.
- Lewis and Clark Community College began providing educational opportunities to our youth in June 2017. IYC Pere Marquette/Glencliffe Academy Alternative High School partners with Lewis and Clark Community College to work towards youth development and building futures. Several graduated youths already take traditional college courses and other youth on the GED track attend Lewis and Clark. This program bridges GED preparation and lays the groundwork for traditional college courses with Apprenticeship Certificate Training. During the course of the GED

program, the youth also receive training to learn skills that get them ready for immediate employment in areas of green construction and leadership development.

- On October 8, 2018, the College of DuPage (COD) began an 8-week cohort program at IYC Warrenville targeted for 8 participating youth, of which five were high school students. The program consists of classroom instruction at both the College of DuPage and onsite at IYC Warrenville in a mobile unit specifically reserved for the COD dual enrollment program. Through this partnership, high school youth have an opportunity to earn 5 college credits and ½ credit on their high school transcript per 8-week session. For the inaugural Fall 2018 session, five high school students earned both college credit and high school for their enrollment and successful completion of the first 8-week cohort program. The earned dual enrollment credit will be reported on each youth's School District #428 transcript in the Dual Enrollment/College of DuPage section with credit reported for each COD course successfully completed.
- A memorandum of understanding (MOU) was executed with Data Foundation Inc. to sponsor both a Cosmetology program at IYC Warrenville and a Barber program at IYC Chicago through Larry's Barber and Beauty College and Larry's Barber College, respectively. Larry's Barber and Beauty College and Larry's Barber College are both owned and operated by nationally renowned entrepreneur Mr. Larry Roberts. These programs will be initially targeted to graduate students.

CURRENT CONSIDERATION:

I submit for review and consideration the following updates related to the career and technical education (CTE) section of the Illinois Department of Juvenile Justice – School District #428.

- Mr. Larry Roberts' Barber program at IYC Chicago/Thurgood Marshall Alternative High School and Cosmetology program at IYC Warrenville/Maya Angelou Alternative High School both began operations in January 2020, with one Grand Opening Ceremony held March 12, 2020 at the IYC Warrenville facility. Governor J. B. Pritzker, First Lady Pritzker, and two other State officials attended the grand opening.
- As per Section 134 of the reauthorized Perkins V Act, our School District must complete a Comprehensive Local Needs Assessment, which includes a description of career and technical education (CTE) programs offered to the youth we serve and a consultation with a diverse body of stakeholders. The CTE Consultation Team has met three times since the last Board of Education meeting. Agenda items have included an overview of Section 134 of the Perkins V Act, goals of the CTE Consultation Team, the CLNA timeline, the definition of special populations, and an overview of the School District's programs of study, program data review, and the comprehensive local needs assessment. Also, the Illinois State Board of Education met with Superintendent of Schools Dr. Sophia Jones-Redmond and CTE Director Ricardo D. Johnson in preparation for our School District being transitioned into Perkins funding. Additionally, a presentation on special populations, programs of

study, and the program data review was conducted during the February District-wide School Counselors meeting facilitated by Assistant Superintendent Tresa Dunbar. ISBE awarded the School District an additional \$200,000 in FY20 CTEI funding.

FINANCIAL CONSIDERATION:

There are no financial considerations at this time.

RECOMMENDED ACTION:

The administration respectfully requests the Board of Education to accept the informational report as presented.

- Approval
- Information
- Discussion

BOARD ACTION: _____,

IYC Harrisburg – Lake Land College Update

4/1/20 – 4/30/20



- **Custodial Technician: Enrollment Summary**
 - **Total Enrollment - 2 students served (including 2 Dual-Credit students)**
 - 2 students- progressing through the *Custodial Technician Certificate Program* at the beginning of the month. Both youth have now left the facility.

- **Culinary Arts: Enrollment Summary**
(Maximum number of students at any given time is four (4) due to limited kitchen/prep areas)
 - **Total Enrollment 3 students served**
 - Three students progressing through the *Culinary Arts II Certificate Program* during April.
 - Two students continue to progress through *Culinary Arts II* at the end of the month. Once student left the facility.

- **Horticulture: Enrollment Summary**
 - **Total Enrollment - 3 student served (including 2 Dual-Credit student)**
 - One student progressing through the *Fundamentals of Horticulture Certificate Program*.
 - Two Students progressing through the *Horticulture Production Certificate Program*.
 - Three students still progressing at the end of the month.

Recap of Lake Land College Programs- IYC/Harrisburg

Lake Land College at IYC-Harrisburg had 8 students enrolled during April 2020. The college students came up to school once a week, usually on Monday. Our meeting time quickly developed a pattern. I collected the work completed while on their living units. While doing so, we discussed the work, how they felt about what they were doing and then we discussed what they needed to do next. If the youth had questions that needed immediate answers, I would contact their instructors who were there, and continue to be, off site. I would return any work that had been turned in and graded thus allowing the students to have some interaction with their instructors. Later in the week, I visited the youth in the living units as work and instructor feedback dictated.

The instructors have been communicating with their students via written notes that I delivered with their graded work. I believe the students have grown to appreciate the letters of encouragement and correction that our instructors have written. The students keep the notes and often reference them in conversation. During each meeting, we would discuss current events usually focused on the current COVID 19 reports. This time has allowed me to develop relationships with the youth that I believe would have taken longer under normal circumstances. Knowing that the college instructors and administration could be “counted on” in uncertain times seemed to reassure them.

During the month, several youth left the facility. I used their need to discuss those uncertainties as a chance to incorporate some conversation about current employment challenges and how they might spend their time, if they did get to leave, in a positive and healthy way. We had one youth complete an EPSC contract enabling him to earn his way closer to release. Two other youth continue to work on existing EPSC contracts.

Moving into May, I hope to keep the youth we have progressing through their lecture hours. Once our lab time has been reestablished, we will work quickly to complete the required lab hours for those youth who have worked so consistently on their lecture assignments.

IYC St. Charles – Lake Land College Update

4/1/20 - 4/30/20



- **Custodial Technician: Enrollment Summary**
 - Total Enrollment 4/1/20- 4/30/20 - 4 students
- **Construction Occupations: Enrollment Summary**
 - Total Enrollment 4/1/20- 4/30/20 - 0 students

Our new Construction Occupations teacher, Andrew Smith, will be starting classes when our instructors return to campus.

- **Horticulture: Enrollment Summary**
 - Total Enrollment 4/1/20- 4/30/20 - 1 student
- **Academic Classes**
 - Total Enrollment 4/1/20- 4/30/20 - 0 students

We currently are not offering any academic courses.

Our teachers are currently working offsite to create independent lessons for the students. The students are presented with instructional materials on Mondays and the completed materials are collected on Fridays and reviewed by the instructors. Assignments are reviewed for satisfaction and grades are not assigned for this work. The cycle repeats itself each week. Assessments and lab work will be completed when students return to class.

Overview of Certificate Programs at IYC-Harrisburg

FUNDAMENTALS OF HORTICULTURE CERTIFICATE

The **Fundamentals of Horticulture Certificate** is designed for participants to receive entry level training that prepares them to confidently enter the growing Horticulture industry. This certificate teaches practical skills and industry standards for landscapers, nursery workers, and greenhouse operators.

1st Semester	Semester Hours
ATO-040 Vocational-Technical Math	3.0
HRT-040 Introduction to Horticulture Science	4.0
HRT-041 Soil, Media and Fertility	4.0
HRT-042 Integrated Pest Management	4.0
Total	15.0
Certificate Total	15.0

HORTICULTURE PRODUCTION CERTIFICATE

The **Horticulture Production Certificate** is designed for participants who have completed the **Fundamentals of Horticulture Certificate**. Emphasis is placed on production skills in ornamental, food crops, and landscaping required for a horticulture professional to advance in the field.

2^d Semester	Semester Hours
HRT-043 Ornamental Plant Production	4.0
HRT-044 Turf and Grounds Management	4.0
HRT-047 Plant Identification and Usage	4.0
HRT-048 Landscape Design and Construction	4.0
HRT-050 Food Crop Production	3.0
Total	19.0
Certificate Total	19.0

CUSTODIAL TECHNICIAN CERTIFICATE

The **Custodial Technician** program is designed to provide students with hands-on skills in the area of maintenance. Students will learn to shampoo carpets, strip, scrub and wax floors, wash walls and windows, write a resume and procedures to start a small custodial business.

1st Semester	Semester Hours
ATO-040 Vocational-Technical Math	3.0
CSM-065 Introduction to Custodial Services	3.0
CSM-066 General Cleaning Practices	3.0
CSM-067 Hard Floor Care	4.0
CSM-068 Carpet and Upholstery Care	3.0
Total	16.0
Certificate Total	16.0

CULINARY ARTS I CERTIFICATE

The **Culinary Arts I Certificate** is designed for participants to received entry level training that prepares them to confidently enter the growing food industry. This certificate teaches practical skills and industry standards for food prep workers, cooks and servers.

1st Semester	Semester Hours
ATO-040 Vocational-Technical Math	3.0
FSS-040 Intro to Culinary Professionals	4.0
FSS-041 Sanitation and Safety (National Restaurant Association) (ServSafe Food Handlers Course/Certification)	3.0
FSS-051 Culinary Fundamentals	4.0
Total	14.0
Certificate Total	14.0

CULINARY ARTS II CERTIFICATE

The **Culinary Arts II Certificate** is designed for participants who have completed **Culinary Arts I Certificate**. Emphasis is placed on technical skills in cooking and baking required for a culinary professional to advance in the field.

2nd Semester	Semester Hours
FSS-045 Meat, Poultry, and Fish Prep	4.0
FSS-050 Baking I	3.0
FSS-043 Baking II	4.0
FSS-047 Food Presentation	2.0
FSS-052 Specialty Foods	3.0
Total	16.0
Certificate Total	16.0

Overview of Certificate Programs at IYC-St. Charles

CUSTODIAL TECHNICIAN CERTIFICATE

The Custodial Technician program is designed to provide students with hands-on skills in the area of maintenance. Students will learn to shampoo carpets, strip, scrub and wax floors, wash walls and windows, write a resume and procedures to start a small custodial business.

FIRST YEAR

First Semester Hours:

• CSM-065 Intro to Custodial Services	3.0
• CSM-066 General Cleaning Practices	3.0
• CSM-067 Hard Floor Care	4.0
• CSM-068 Carpet and Upholstery Care	3.0
• ATO-040 Vocational-Technical Math	3.0
• SEMESTER TOTALS	16.0
TOTAL PROGRAM HOURS	16.0

FUNDAMENTALS OF HORTICULTURE CERTIFICATE

The Fundamentals of Horticulture certificate is designed for participants to receive entry level training that prepares them to confidently enter the growing Horticulture industry. This certificate teaches practical skills and industry standards for landscapers, nursery workers, and greenhouse operators.

First Semester Hours:

• HRT-040 Intro to Horticulture Science	4.0
• ATO-040 Vocational-Technical Math	3.0
• HRT-041 Soil, Media and Fertility	4.0
• HRT-042 Integrated Pest Management	4.0
• SEMESTER TOTALS	15.0
TOTAL PROGRAM HOURS	15.0

Second Semester Hours:

• HRT043 Ornamental Plant Production	4.0
• HRT044 Turf and Grounds Management	4.0
• HRT047 Plant Identification and Usage	4.0
• HRT 048 Landscape Design and Construction	4.0
• HRT050 Food Crop Production	3.0
• Semester Total	19.0
• Certificate Total	34.0

Construction Occupations Certificate I

The Construction Occupations I certificate is designed for participants to develop competencies needed for entry level employment in construction or building maintenance fields, or as preparation for continuing education in construction technology.

1st Semester Hrs.	
ATO040 Vocational Technical Math	3.0
COCOS I Introduction to Construction Occupations	4.0
COC052 Blueprint Reading	4.0
COC054 Basic Carpentry I	4.0
Total	15.0

Construction Occupations Certificate II

The Construction Occupations II certificate allows students who have completed the Construction Occupations I Certificate to advance their knowledge and skills by gaining knowledge in the area of plumbing, masonry, residential wiring, and green building practices.

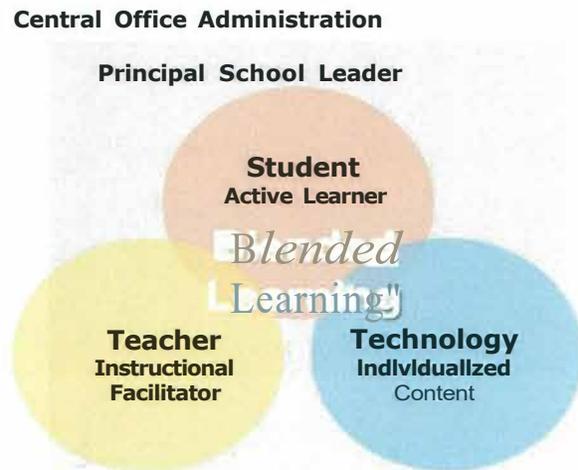
Second Semester HRS	
COC053 Basic Masonry and Concrete Finishing	2.0
COC055 Basic Carpentry II	5.0
COC056 Basic Plumbing	4.0
COC058 Residential Wiring	4.0
COC060 Sustainable Residential Construction	2.0
Total	17.0
Certificate Total	32.0

Blended Learning Model

Blended Learning Definition: Is teacher-facilitated and technology-supported learning that promotes student engagement and achievement through various methods, including:

- Individual instruction
- Small-group instruction
- Whole-class instruction

Roles of those in "Blended Learning"



Role of the Central Office Administration-Empower principals to be instructional leaders by ensuring they are equipped with the necessary resources and supports. Provide district-wide leadership to ensure that blending learning and quality instruction is provided daily.

Role of the Principal-Empower teachers to be instructional leaders by ensuring they are equipped with the necessary resources, tools, and skills. Provide guidance and oversight to ensure the highest quality implementation of blended learning in every classroom.

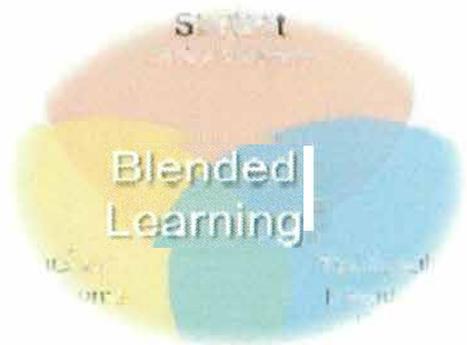
Role of the Teacher-As instructional leaders and facilitators for students, provide individual, small-group, and whole-class instruction. Actively engage with students in educational activities, connecting students to the appropriate resources and tools, and monitoring student progress. Creatively combine traditional learning methods with technological supports that foster student engagement and achievement

Role of the Student-Actively engage with teachers and technology to create a personalized learning experience. Work with teachers to track progress and receive guidance. Use technology as a tool for learning.

Role of Technology-Provide a customizable and self-paced learning environment for students to gain knowledge and demonstrate self-sufficiency. Allow active monitoring by teachers and students to assess progress and make improvements. Support student achievement in core knowledge areas.

A. SUCCESSFUL EDUCATION OF OUR YOUTH

- Increasing Graduation Rate
- Using a Blended Learning Model that facilitates project based learning
- Thematic Approach to Education
- Utilizing 21st Century Technology in the classroom

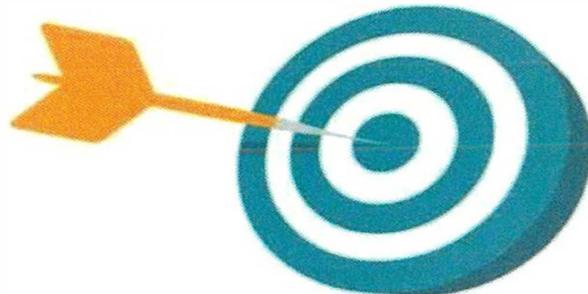


B. SUPPORT AND LEADERSHIP OF STAFF

- Providing Resources to staff
- Quality Professional Development
- Encouraging Staff Leadership

C. IMPROVE CLIMATE AND CULTURE OF THE SCHOOL

- Maintaining a clean, safe and respectful school environment
- Continuing to develop a team approach, whereby all staff are working in partnership
- Sustained sense of district and individual ownership in the progress of the schools



6.0 BOARD DISCUSSION ITEMS

7.0 ADJOURNMENT