

**ILLINOIS STATE ADVISORY COUNCIL
ON THE EDUCATION OF
CHILDREN WITH DISABILITIES**

**State Board of Education
100 North First Street
Board Room
Springfield, Illinois 62777**

**Business Meeting
October 3, 2018
9:00 a.m.**

I. Procedural Business

Chairman Jennifer Naddeo called the meeting to order at 9:00 a.m. A quorum was present.

ISAC Members Present

Angela Baronello via phone Bambi Bethel-Leitschuh Diane Blair-Sherlock	Beth Conran via phone Jeannine Cordero via phone Keith Dronen via phone Suzanne Lee Kimberly McClellan	Jennifer Naddeo Lauri Phillips via phone Carrie Snyder Susy Woods
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ISAC Members Absent

Heath Brosseau	Elizabeth Keenan Ancel Montenelli	Serena Preston Diane Schultz
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ISBE Staff Present

Heather Calomese Laura Quimby	Mary Long Lauren Knepler	Sue Taylor
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Guests Present

Lynn Lowder	CRSA
Debbie Smith	CRSA

Introductions

Chairman Naddeo welcomed ISAC members and staff and asked that they introduce themselves.

Adoption of Agenda

Motion #1 – **Susy Woods** moved to “adopt the agenda as is.” **Carrie Snyder** seconded the motion. **The motion carried.**

Approval of Business Meeting Minutes from June 6, 2018.

Motion #2 – **Diane Blair Sherlock** moved to that “ISAC approve the minutes of June 6, 2018 as is.” **Susy Woods** seconded the motion. **The motion carried.**

II. Public Participation

None

III. Illinois State Board of Education Update

Update on Various Topics – Heather Calomese, Executive Director for Special Education

Dyslexia Manual

ISBE is working on a draft of the dyslexia manual and expressed to ISAC members to feel free to let her know if you would like to assist with this. Send Heather an email if interested. Ms. Calomese is scheduling a meeting in late October or early November for people that would like to assist with this manual.

Assistive Technology

Staff are in the process of update all IEP forms and the Assistive Technology manual is the process of being updated.

CPS Updates

- Train teachers and instructors on new procedural manual and system
- Train parents on what rights they have on IEP
- All CPS updates on ISBE website

IDEA Allocations

When planning for the July 1, 2019 IDEA allocation procedural change, cooperatives and districts should develop payment schedules for cooperatives. Cooperatives rely on IDEA expenditure reimbursement to cover part of their operating expenses. **As the IDEA expenditure reimbursement process moves from cooperatives to districts, it is imperative to have processes in place that ensure continuation of services for districts/students and avoid funding shortages for cooperatives.**

Please consider these points when developing payment schedules.

- Cooperatives need a clear line of communication with business managers at each member district.
- The frequency of the payments, e.g. monthly, quarterly, etc. is a local decision made by each cooperative and its member districts.
- The IDEA funds may be paid separately or in conjunction with existing agreements for state/local payments (local or administrative assessments). That is a local decision made by each cooperative and its member districts.
 - Historically most cooperatives retained a portion of the IDEA grant funds in the cooperative grants and expended those funds on behalf of the member districts. That was one way to reduce the local or administrative assessments. Districts need to understand that including IDEA payments to cooperatives is a procedural change, not an increase in local/administrative assessments or overall costs.
- Articles of Joint Agreement or contractual service agreements should include timelines for payments to cooperatives.
 - The payment schedules should be clear and understandable.
 - Member districts must understand expenditure timelines and how those impact payments to cooperatives. The submission of member district cumulative IDEA expenditure reports will generate reimbursement payments. Member district expenditure reports should be submitted early enough to secure reimbursement prior to scheduled payments to cooperatives.
 - Member districts should already be familiar with ISBE's expenditure reporting process. The IDEA expenditure reports should reflect actual expenditures on a cash accounting basis, with the option of a commitment amount (advance) for the next 30 days. The expenditure report process is detailed in the Fiscal Policy and Procedures Handbook (see pages 26-28) at https://www.isbe.net/Documents/fiscal_procedure_handbk.pdf.
- IDEA grant start dates impact the reimbursement process. Member districts should secure July 1 start dates to avoid delays in the reimbursement process.
 - Member districts should resolve IDEA maintenance of effort (MOE) issues prior to July 1 to avoid delays in grant approval.
 - Once the IDEA grants are approved and moved to FRIS (usually by early to mid-August), districts can submit expenditure reports to ISBE for reimbursement of payments made.

IAR (Illinois Assessment of Readiness 3-8)

- DRC(data recognition corporation) awarded the RFSP for our 3-8 vendor
- PARCC content will be used for 2019 and 2020.
- DRC will develop a computer adaptive assessment for 2021
- Contract is being written

- Accommodations and accessibility features may change slightly to reflect the new vendor
- The form is being updated for the accommodations and accessibility features as we speak.

College Board (PSAT 9, PSAT 10, SAT 11)

- Students in grades 9-11 will be assessed on a College Board assessment
- Grade 9-PSAT 9, Grade 10-PSAT 10, and Grade 11-SAT
- The testing window is from April 9-April 23, 2019. There are six options of testing that is available. This is found on the Assessment page on ISBE website:

** Six Options for SAT, PSAT 10, and PSAT 8/9 Test Dates	
Option 1 (Preferred): All testing on April 9, 2019 <ul style="list-style-type: none"> • April 9: SAT (Grade 11*) <u>and</u> PSAT 10 (Grade 10) <u>and</u> PSAT 8/9 (Grade 9) 	Option 2: All testing on April 9 and 10, 2019 <ul style="list-style-type: none"> • April 9: SAT (Grade 11*) • April 10: PSAT 10 (Grade 10) <u>and</u> PSAT 8/9 (Grade 9)
Option 3: All testing on April 9 and 10, 2019 <ul style="list-style-type: none"> • April 9: SAT (Grade 11*) and PSAT 10 (Grade 10) • April 10: PSAT 8/9 (Grade 9) 	Option 4: All testing on April 9 and 10, 2019 <ul style="list-style-type: none"> • April 9: SAT (Grade 11*) and PSAT 8/9 (Grade 9) • April 10: PSAT 10 (Grade 10)
Option 5: All testing on April 9, 10, and 11, 2019 <ul style="list-style-type: none"> • April 9: SAT (Grade 11*) • April 10: PSAT 10 (Grade 10) • April 11: PSAT 8/9 (Grade 9) 	Option 6: All testing on April 9, 10, and 11, 2019 <ul style="list-style-type: none"> • April 9: SAT (Grade 11*) • April 10: PSAT 8/9 (Grade 9) • April 11: PSAT 10 (Grade 10)

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- Student accommodations must be submitted through the SSD coordinator portal.

DLM (Dynamic Learning Maps Alternate Assessment 3-11)

- Students in grades 3-11 will be assessed. This includes 9th and 10th grade
- Districts must adhere to the DLM participation guidelines
- Misidentification of SLD students taking the DLM.
- DLM is for only students with the most significant cognitive disability (SLD average or above average intelligence)
- Many districts are identified as being over 1%
- Preliminary data shows 420 districts over 1%
- 334 districts who fall in the 1%-1.99%
- 63 districts who fall in the 2%-2.99%
- 18 districts who fall in the 3%-3.99%
- 3 districts who fall in the 4%-4.99%
- 2 districts who fall in the 5%-5.99%

ISA (Science 5, 8, and biology)

- Individual score reports are being printed and shipped to districts

- New form is being developed for the 2019
- New item development will be beginning this year.

ACCESS

- Pre-ID has begun
- Data is available in SIS
- Districts need to update user accounts

All the webinars that give an overview of the assessment updates are posted on ISBE website under Assessments. Updates will be sent out on a weekly basis starting in December. If you have any questions, please contact Laura Quimby, Division Supervisor, Assessments and Accountability Division at 217-782-2438.

Community and Residential Services Authority (CRSA), Debbi Smith, Regional Coordinator, Southern and South Central Regions

Community and Residential Services Authority is an interagency group created by the State Legislature in 1985. The CRSA is responsible for identifying and addressing barriers facing parents, professionals and providers when trying to get needed services and programs for individuals with a behavior disorder or a severe emotional disturbance and their family.

The mission of the CRSA is to actively advocate, plan and promote the development and coordination of a full array of services to meet the unique needs of individuals with a behavior disorder or a severe emotional disturbance and their family. Please find the brochure from CRSA at the end of these minutes.

Withdrawal Procedures, Sue Taylor, Principal Consultant, Illinois State Board of Education

Sue Taylor, shared a document on the procedures for School Districts Withdrawing from a Special Education Joint Agreement. Ms. Taylor gave a review of the overall process if a district wants to pull out of a cooperative. Guidelines can be found at 23 IL Administrative Code 226.700 and 226.710 along with 105 ILCS 5/14-3.01.

Timelines have been established to where ISBE has to have the comprehensive plan in hand 90 days in advance of going in front of ISAC. This will give the comprehensive plan subcommittee ample time to review and get the questions ready to bring to the next ISAC meeting.

Committee Reports

Committee reports can be found at the end of the minutes. No meeting was held so there is no report at this time.

Executive – Jennifer Naddeo, Chair – No meeting was held so there is no report at this time.

Access – Diane Blair Sherlock, Chair – see report at the end of these minutes.

Bilingual –Jennifer Naddeo and Ancel Montenelli, Co-Chairs – No meeting was held so there is no report at this time.

Comprehensive State Plan – Susy Woods, Chair – No meeting was held so there is no report at this time.

Family Communications – Beth Conran, Chair – No meeting was held so there is no report at this time.

General Supervision/Due Process – Beth Conran, Chair – No meeting was held so there is no report at this time.

Legislation – Susy Woods, Chair – No meeting was held so there is no report at this time.

Personnel Development – Suzanne Lee, Chair – No meeting was held so there is no report at this time.

Rules and Regulations – Suzanne Lee, Chair – No meeting was held so there is no report at this time.

Transition – Diane Blair Sherlock, Chair – No meeting was held so there is no report at this time.

IV. Old Business

Revise date of Executive Committee Meeting

V. New Business

Mark calendars for all ISAC meetings for 2018-2019

Motion #3 – Carrie Snyder moved that “ISAC change the ISAC Meeting calendar to reflect the following changes: Tuesday, November 6, 2018 changed to Tuesday, November 13, 2018 and eliminate December 5, 2018 and keep Thursday, December 6, 2018 as the only meeting date in December and change the January 2, 2019 date to January 8, 2019..” **Susy Woods seconded the motion. The motion carried.**

Motion #4 – Diane Blair Sherlock moved that “ISAC adjourn the meeting.” **Susy Woods seconded the motion. The motion carried.**

The meeting was adjourned at 12:32 p.m.

Access Committee

October 2, 2018 @ 8:00 a.m. via phone

Present: Diane J. Blair-Sherlock, Jennifer Naddeo

Discussion of goals and focusing for this year on technology & access as well as exploring the adequacy of funding and availability of resources. Explore the availability of information to schools especially with respect to technologies available for disabilities they may not be familiar with.

Meeting was adjourned at 8:30

WHAT IS THE CRSA

The Community and Residential Services Authority (CRSA) is an interagency group created by the State Legislature in 1985. The CRSA is responsible for identifying and addressing barriers facing parents, professionals and providers when trying to get needed services and programs for individuals with a behavior disorder or a severe emotional disturbance and their family.

WHAT IS THE CRSA MISSION?

The mission of the CRSA is to actively advocate, plan and promote the development and coordination of a full array of services to meet the unique needs of individuals with a behavior disorder or a severe emotional disturbance and their family.

WHAT DOES THE CRSA DO?

The CRSA combines interagency responsibility with legislative authority to:

- ***reduce*** barriers to receiving service(s);
- ***provide*** technical assistance to parents, service consumers, providers and member agency personnel to appropriately access needed services;
- ***assist*** local communities, upon request, to develop or strengthen collaborative interagency networking;
- ***plan*** for a more responsive, efficient and coordinated service delivery system; and
- ***facilitate resolution of*** multiple agency disagreements about residential placement or funding of placement and services.

WHO ARE THE MEMBERS ON THE CRSA?

The Authority is made up of representatives of state agencies that provide programs and services to individuals with a behavior disorder or a severe emotional disturbance and their family, members of the legislature and six persons, including a parent, appointed by the Governor.

HOW DOES THE CRSA DEFINE A DISPUTE?

A dispute must involve a child, adolescent or young adult:

- who is 21 years of age or under;
- who shows evidence of being severely emotionally disturbed or behaviorally disordered; and
- where there is a disagreement between a parent and an agency or between two or more agencies regarding implementation of a plan of services.

WHO CAN BRING A DISPUTE TO THE CRSA?

Any issue, complaint or question regarding individuals with a behavior disorder or severe emotional disturbance may be referred by a parent, professional, individual or an agency on behalf of an individual. Though a process of receiving, documenting and processing the concerns brought forward, a plan of service will be reviewed or developed if one does not exist. If a plan of service is not or cannot be implemented through staff assistance, a dispute may require the involvement of the local community and the Authority to resolve.

HOW DOES DISPUTE RESOLUTION AFFECT OTHER PROCEDURES?

CRSA Dispute Resolution does not replace the use of any other appeal process. A parent/guardian should pursue the appropriate appeal procedures with state or local agencies to challenge decisions made about a plan of service.

HOW CAN THE CRSA BE CONTACTED?

This brochure provides only an overview of the CRSA and the Dispute Resolution Process. For further information regarding the activities of the CRSA contact:

100 North First Street, W-101
Springfield, Illinois 62777

Toll Free: 877/541-2772

217/524-1529 (Fax)

John Schornagel, Executive Director

Robert Watts, Regional Coordinator
Cook and Northern Regions

Nancy Aguirre, Regional Coordinator
South Suburban and North Central Regions

Debbi Smith, Regional Coordinator
Southern and South Central Regions

**COMMUNITY AND RESIDENTIAL
SERVICES AUTHORITY**

Participating Agencies and Representatives:

Representatives of the House and Senate
Elementary and Secondary Education Committees (4)

Governor's Appointees (6)

Attorney General's Office
(Disabled Persons Advocacy Division)

Department of Children and Family Services

Department of Healthcare and Family
Services

Department of Human Services
Division of Mental Health
Division of Developmental Disabilities
Division of Rehabilitation Services
Division of Family and Community Services

Illinois State Board of Education

Department of Juvenile Justice



Building Partnerships for Children and Families

877-541-2772

Overview for School Districts Withdrawing From a Special Education Joint Agreement Formed Under 105 ILCS 5/10-22.31

Legal Obligation: Withdrawal

105 ILCS 5/10-22.31 of the School Code establishes the authority for the formation of a special education joint agreement and for the withdrawal of a district from such agreement. Articles of agreement are to include a provision for the withdrawal of districts by petition to the applicable regional board(s) of school trustees for all counties having jurisdiction over one or more of the districts in the joint agreement. A hearing process and a 2/3 approval vote from all applicable trustees are required by this section. If a withdrawing district is not under the jurisdiction and authority of the trustees of schools of a township, a hearing panel shall be established by the chief administrative officer of the intermediate service center having jurisdiction over the withdrawing district. The details of the hearing process and related action are found in 105 ILCS 5/7-6 of the School Code.

105 ILCS 5/10-22.31 provides for school boards to operate joint special education programs either through a designated agency or by appointing a governing board comprised of school board members. In either form, the school districts retain ultimate responsibility and liability for the program, although the use of a governing board places the authority for operations under the separate entity, which avoids the need for approval of specific actions by the member districts.

Under 105 ILCS 5/10-22.31, the creation of a joint program is voluntary on the part of the participants. Therefore, the participants may modify or dissolve the joint program in accordance with the agreement. 105 ILCS 5/10-22.31 provides a mechanism for the Regional Board(s) of School Trustees or a hearing panel to review a request to withdraw.

Legal Obligation: Comprehensive Plan

105 ILCS 5/14-4.01 requires all special education entities to submit comprehensive plans for the provision of special education services, or modifications thereto, to the State Board of Education via the Regional Superintendent. The comprehensive plans must include all the components identified at 23 IL Admin. Code 226.700 and must comply with all other applicable federal and state regulations.

Whenever a change occurs in the comprehensive plan, such as withdrawal from a special education joint agreement, significant modifications being made in the delivery system (amount or type) or a new entity being formed, revised comprehensive plans must be submitted by all entities affected. The Illinois State Board of Education (ISBE) staff reviews proposed comprehensive plans based upon the requirements of the law and the Illinois State Board of Education rules, including the plan's ability to ensure that a comprehensive program of special education services will be available to all students with disabilities within the proposed catchments area and that all applicable state and federal requirements are met. Approval of a comprehensive plan is a prerequisite for approval to receive federal special education funds.

105 ILCS 5/14-3.01 requires (ISBE) to seek the advice of the Illinois State Advisory Council on the Education of Children with Disabilities (ISAC) with regard to modifications or additions to comprehensive plans.

Purpose of this Guidance

The purpose of the following guidance is to:

1. Outline the activities required when a local school district withdraws from a special education joint agreement.
2. Identify the role and responsibility of ISAC and ISBE as relates to modifications of the Comprehensive Plan, which are necessitated by the withdrawal process.

General Requirements

1. A district may terminate its participation in a special education joint agreement in the manner set forth by 105 ILCS 5/10-22.31. Any changes in the membership of a special education joint agreement must also be consistent with the articles of agreement for the joint agreement.
2. A district must submit a petition to withdraw to the Regional Board(s) of School Trustees of all counties having jurisdiction over one or more of the districts in the special education joint agreement or the hearing panel formed by an intermediate service center. Upon receipt of a petition for withdrawal, the Regional Board(s) of School Trustees or Intermediate Service Center (ISC) Hearing Panel having jurisdiction over the cooperative districts shall publish notice of and conduct a joint hearing on the issue as provided in Section 5/7-6 of the School Code. No such petition may be considered however, unless in compliance with Section 5/7-8 of the School Code. If approved by a 2/3 vote of the Trustees of those Regional Boards or the ISC Hearing Panel, at a joint meeting, the withdrawal takes effect as provided in Section 5/7-9 of the School Code.
3. Because withdrawal from a special education joint agreement causes a significant change in how a district delivers special education services, when a district is planning to withdraw, or is withdrawing from a special education joint agreement, it must submit to ISBE, a comprehensive plan addressing all of the components identified at 23 IL Admin. Code 226.700. ISBE evaluates the proposed comprehensive plan to ensure compliance with all state and federal requirements and to assure the availability of comprehensive programming to all students with disabilities residing within the district's catchment area. Approval of a comprehensive plan is a prerequisite for approval to receive federal special education funds. ISBE shall seek the advice of ISAC on modifications or additions to comprehensive plans submitted under Section 5/14-4.01 of the School Code.

Components of the Comprehensive Plan

(Components Derived from Requirements of 23 Ill.Admin.Code 226.700)

Section #1: Status of Petition to Withdraw from the Special Education Cooperative

- A copy of the Articles of Agreement
- The impact the withdrawal will have on the delivery of services.

Section #2: Statistical Documentation

Graphically the district must illustrate the following:

- Number of children served by the district by grade level
- Number of children with disabilities by category, age and LRE (placement)
- Student/teacher ratio for each grade level
- Per pupil expenditure for the past fiscal year
- Number of special education teachers and support personnel by position title, case load, certification requirements
- Number of buildings and description of the special education services provided in each

Section #3: Overview of Administrative Structure

- Description of organizational structure
- Description of financial resources, local, state and federal
- Description of the administrative services available to support and supervise the provision of special education. This shall include a listing of all administrative personnel by position title and certification

Section #4: Continuum of Program Options

- Description of the program options including resource, instructional and related services available to meet the individual needs of students with disabilities.
- Description of the functional relationships with those public and private agencies, which can supplement or enhance the special education programs of the public schools.
- Description of the process to be instituted to ensure that parents and other concerned individuals have input into the educational planning process.
- Description of the ongoing evaluation process to ensure continuous planning program growth and improvements.

Section #5: The District's Special Education Policies and Procedures for

- Full Educational Opportunity Goal
- Confidentiality of Personally Identifiable Information
- Child Identification
- Protection in Evaluation
- IEP
- Participation in Regular Education/LRE and Placement
- Procedural Safeguards
- Personnel Development
- Parent Involvement
- Use of Part B Funds, Priorities, Excess Cost Nonsupplanting and Comparability

Section #6: A Copy of all District Special Education Forms, i.e.

- Referral
- IEP
- Other locally developed forms designed to facilitate the delivery of services to students with disabilities and students with suspected disabilities

Sample Motion for ISAC regarding Comprehensive Plan

Understanding that ISAC's role is advisory, we would suggest the following language for motions regarding ISAC's actions concerning comprehensive plans:

I move that, having reviewed the comprehensive plan of (district), ISAC submit the following comments and criticism of said plan to ISBE for its further consideration. (Attach a summary list of concerns.)

Or,

I move that, having reviewed the comprehensive plan of (district), ISAC recommends that ISBE accept the plan as submitted.

ISBE 23 ILLINOIS ADMINISTRATIVE CODE 226.700 SUBTITLE A SUBCHAPTER f
SUBPART H: ADMINISTRATIVE REQUIREMENTS

Section 226.700 General

- a) Each school district, independently or in cooperation with other districts, shall provide a comprehensive program of special education for children with disabilities who are from three through 21 years of age and who are resident in the district. A “comprehensive program” is one that includes:
 - 1) A viable organizational and financial structure;
 - 2) Systematic procedures for identifying and evaluating the need for special education and related services;
 - 3) A continuum of appropriate alternative placements available to meet the needs of children for special education and related services (see Section 226.300 of this Part);
 - 4) Qualified personnel who are employed in sufficient number to provide:
 - A) Administration of the program;
 - B) Supervisory services;
 - C) Instructional and resource services;
 - D) Related services; and
 - E) Transportation services;
 - 5) Appropriate and adequate facilities, equipment and materials;
 - 6) Functional relationships with public and private agencies that can supplement or enhance the special education services of the public schools;
 - 7) Interaction with parents and other concerned persons that facilitates the educational development of children with disabilities;
 - 8) Procedures for internal evaluation of the special education services provided; and
 - 9) Continuous planning for program growth and improvement based on internal and external evaluation.
- b) The school district is the primary agent for the delivery of special education services. Districts may carry out their obligations with regard to special education by forming cooperatives or joint agreements. These entities are:
 - 1) Authorized by State law to develop, manage, and provide services or programs on behalf of school districts;
 - 2) Recognized as agencies for purposes of the provision of special education and related services provided within public elementary and secondary schools of the State;
 - 3) Considered as service agents of the participating districts; and
 - 4) Directed by, and responsible to, all the participating local districts.
- c) Special education and related services that would not comply with specific requirements of this Part shall require written approval from the State Board of Education prior to their implementation. A district’s request for approval shall be submitted in writing to the State Board and shall include a description of the district’s proposal. In determining whether to approve such a request, the State Board’s staff shall consider whether the proposed program or service will compromise students’ educational opportunity or prevent the full implementation of any student’s IEP, in light of such factors as the students’ disabilities and the proposed class size, staff qualifications, physical plant and

evaluation plan. Denial of such a request may be appealed to the State Superintendent of Education.

(Source: Amended at 31 Ill. Reg. 9915, effective June 28, 2007)

Section 226.710 Policies and Procedures

- a) Each local school district, or the cooperative entity of which it is a member, shall develop written policies and procedures conforming to the requirements of subsection (b) of this Section and shall submit these to the State Board of Education for approval, using a format supplied by the State Board. The State Board shall approve those that conform to the requirements of this Section and are consistent with applicable federal and State statutes and regulations. The State Board shall notify districts of any deficiencies that must be remedied before approval will be granted.
- b) Each set of policies and procedures shall address the district's compliance with at least the requirements for:
 - 1) the provision of a free appropriate public education;
 - 2) child find;
 - 3) evaluation and determination of eligibility;
 - 4) Individualized Education Programs;
 - 5) students' participation in assessments;
 - 6) serving students in the least restrictive environment;
 - 7) the provision of extended school year services;
 - 8) transition of children served under Part C of the Individuals with Disabilities Education Act into preschool programs;
 - 9) serving students who attend nonpublic schools;
 - 10) procedural safeguards;
 - 11) establishing the goal of full educational opportunity;
 - 12) confidentiality of personally identifiable information; and
 - 13) the use of federal matching funds under the Medicaid (Title XIX) or Children's Health Insurance (KidCare; Title XXI) program to supplement special education programs and services (if the district is participating in one or more of those federal programs).
- c) Any revision of a set of policies and procedures shall be submitted to the State Board for approval prior to its implementation.

(Source: Amended at 31 Ill. Reg. 9915, effective June 28, 2007)