

PROVISO AREA FOR EXCEPTIONAL CHILDREN
GOVERNING BOARD MEETING
PAEC CENTER – 6:00 PM
AUGUST 17, 2017

AGENDA

I. ROLL CALL

II. AUDIENCE PARTICIPATION

III. APPROVAL OF GOVERNING BOARD MINUTES

Recommended Motion:

I move to approve the Governing Board Minutes of July 20, 2017 as presented.

IV. APPROVAL OF CONSENT AGENDA

Recommended Motion:

I move to approve the Consent Agenda, which encompasses agenda items V (Payroll), VI (Bills), and XII (New Business) as presented.

V. APPROVAL OF PAYROLL

Confirmation of payroll (excluding employer deduction)

	<u>7/14/2017</u>	<u>7/31/2017</u>	<u>TOTAL</u>
Education Fund	267,850.40	66,516.43	334,366.83
Building Fund	<u>14,936.04</u>	<u>14,953.73</u>	<u>29,889.77</u>
TOTALS	\$282,786.44	\$81,470.16	\$364,256.60

Recommended Motion:

I move to approve Payroll as presented.

VI. APPROVAL OF BILLS

Information is attached.

Recommended Motion:

I move to approve the Bills as presented.

VII. EXECUTIVE BOARD REPORT

The Superintendents did not have a meeting scheduled in August.

VIII. DuPAGE/WEST COOK REPORT

No reports at this time.

IX. COMMITTEE REPORTS

No reports at this time.

X. EXECUTIVE DIRECTOR'S REPORT

A. Enrollment and Classroom Staffing Patterns
Information is attached.

B. Student/Staff Monthly Report
Information is attached.

C. Program District Child Count Report
Information is attached.

D. PAEC Activity Fund Summary
Information is attached.

E. Update of PAEC 2016-17 Goals

MISSION STATEMENT: The mission of PAEC is to provide quality evidence-based programs and services to general and special education students ages 3 to 22 and their families across the PAEC Cooperative. The ultimate goal is to facilitate growth and development for students to achieve priority long-term outcomes and to insure the welfare and human dignity of all students.

GOAL #1: To expand and enhance quality social-emotional and behavior interventions.

Objective A: Continue to use surveys from Safe and Civil Schools to identify potential safety concerns in order to make necessary adjustments, procedures, etc.

Principals utilized surveys and building observations and made staffing adjustments to insure appropriate levels of supervision during key times during the school day including: arrival, passing periods, lunch and dismissal. Other safety measures were implemented and are delineated under Goal #6.

Objective B: Expand training and resources to address programming needs for students that fall within the Autism Spectrum to include: classroom strategies, interventions, and materials.

Dr. Marrea Winnega from Autism Home Support Services provided a full day staff development session on "Practice Behavior Supports" on October 7, 2016. This training session provided a range of strategies and interventions specifically to target behavior challenges experienced by students in the Autism Spectrum. There were also specific student observations conducted by Dr. Winnega followed by consultation with staff and Behavior Intervention Plans specifically written to addressing priority behavior challenges.

Objective C: The Behavior Intervention Team will provide a range of interventions to general education classes for students at-risk and to students receiving special education services in district schools. These interventions will serve to remediate or reduce challenging student behaviors and facilitate positive social behaviors.

During the 2016-17 school year, the PAEC Behavior Intervention Team was involved in 27 elementary and middle school interventions in 12 schools. There were approximately 18 interventions at each high school (Proviso East and Proviso West.)

The First Step Next (FSN) Pre-Kindergarten interventions were all successful, based on the teacher and parent survey results. However, there was some behavior regression in two of the students by the end of the school year. The FSN intervention recommends that maintenance plans be implemented in Kindergarten to prevent behavior gains from eroding. The research project will continue to collect behavior data to monitor the students' progress.

At the Kindergarten level 1/3 of the students demonstrated improvement and remained in their original placements. Due to highly aggressive behaviors the other students required placement at the PAEC Therapeutic Day School, and one student's behavior was so severe that a private placement was recommended by the educational team. 80% of the students from first grade through eighth grade demonstrated significant improvement. Teacher surveys indicated that they noticed the effectiveness of the interventions and improvement in student performance.

Proviso East High School Mentoring Surveys were provided to students assigned to a PAEC Behavior Coach. Surveys were completed by 10 of the 18 freshman. Seven of the ten students reported that their grades and attendance had improved as the result of the services. Six students reported that their class participation had improved, however only 40% of students indicated improvement in assignment completion. 50% of students receiving services reported improvement in behavior. 50% of students reported more respectful behavior towards adults. 40% percent of students reported improved behavior towards peers. The most important question was whether the mentoring/goal-setting intervention helped students. 90% indicated that the intervention did help.

At Proviso West High School the same survey was distributed to students. 56% of students indicated an improvement in grades. 65% of students indicated improvement in completing assignments. 47% of students indicated improvement in participation. The overall improvement in behavior was rated at 53%. Respect for adult's improved by 41% and respect for peers 44%.

Over the course of the year we get monthly process reports from the behavioral coaches reflecting academic and behavioral progress. However, our system of tracking data for all the students receiving mentoring service from the Behavior Coaches is being reviewed by the coaches and their supervisor. More individualized progress monitoring is needed. We are working on a system with measurements more sensitive to change that will reflect monthly changes.

The third national study, "Tools for Getting Along," was introduced as a behavioral intervention for fourth grade students to develop self-monitoring strategies to better manage social/emotional challenges.

Objective D: PAEC, in collaboration with the Oregon Research Institute, will implement the First Step Next (FSN) Comprehensive Early Intervention Research Project for young children with moderate to severe behavior challenges.

As indicated above, the First Step Next (FSN) Pre-Kindergarten intervention was implemented successfully due to extensive planning, coordination, and tracking by the Oregon staff, the PAEC Behavior Coaches, Teachers, Paraprofessionals, and Data Managers. This intervention research project will continue in 2017-18.

GOAL #2: To expand and enhance data management systems in order to support evidence based practices.

Objective A: Training in Excel to increase usage for data collections.

Specific staff attended conferences on Excel applications to increase usage for data collection and management.

Objective B: Expand on methods of data collection to track behavior data.

Teachers were provided training with set-up and implementation of AIMSweb benchmarking and progress monitoring, which included goal adjustments and data analysis (i.e., determining student growth in relevant areas of reading and math).

Psychologists were provided assistance on setting up and implementing AIMSweb progress monitoring on an as-needed basis.

Resource teachers and academic/behavior interventionists were provided assistance with set-up and implementation of AIMSweb progress monitoring as it relates to intervention monitoring and IEP goal setting. Interventionists and resource teachers were provided assistance on survey level assessments of students using AIMSweb data.

District principals were provided assistance on setting goals for Fall and Winter data days.

There were several significant technology enhancements during 2016-17 including:

- Switched from AT&T to Comcast which significantly improved service.
- The Internet capacity was increased at St. Domitilla by 1000% to 100 megabits per second.
- There was an upgrade to the fiber optic cable which increased capacity to over 200 megabits per second at PAEC Center.
- A new campus-wide wireless network with 35 access points was installed, implementing separate privileges for guests and staff.
- The network was rebuilt, deploying a new Layer 3 switch to optimize the network in order to take full advantage of speed and security capabilities.

Objective C: Continue to assist building administrators in utilizing the walk-through template for classroom observations in order to expand and enhance quality academic interventions.

Principals continued to conduct some walk-through observations using the template with feedback to the instructional staff, however, the primary focus was on implementing the new Teacher Evaluation instrument for 2016-17.

GOAL #3: To expand and enhance quality academic interventions.

Objective A: Identify students from the Therapeutic Day Schools with significant delays in reading and/or math based on multiple assessment sources and provide regular research based interventions over the course of the 2016-17 school year and monitor progress.

Reading and math interventions were implemented by the resource teacher in collaboration with the classroom teacher's for students attending the PAEC Therapeutic Elementary Program with significant academic deficits in addition to their social/emotional and behavioral deficits. There were thirteen students identified (K-8) that required a high level of intervention support due to their disabilities and significant deficits. Despite their significant academic and social deficits, all students made progress. Three students' progress exceeded the expected rate of improvement. Please see the AIMSweb Progress Monitoring Improvement Reports. See attachment #1.

Objective B: Track student growth of students through the implementation of the new Teacher Evaluation process.

The new Teacher Evaluation process was implemented in 2016-17. Teachers met with principals and assistant principals in order to establish student growth goals, determine baseline data, what assessments would be utilized, and the timelines for collecting and reviewing data. Due to the wide range of student disabilities and deficit areas and movement of students in and out of programs it was necessary to primarily use Type II and Type III assessments.

GOAL #4: To expand and enhance effective transition planning and post-secondary outcomes.

Objective A: Continue to provide students with exposure to post-secondary outcomes.

The PAEC Therapeutic Day High School students received a wide variety of information and exposure to post-secondary options as indicated below:

- October 28, 2016 – Field trip to North Park University
- November 29, 2016 – Field trip to Job Corp
- December 7, 2017 – Field trip to Triton College
- March 22, 2017 – Field trip to Lincoln Tech
- May 10, 2017 – Option Fair and Career Day

This was a very successful day with several agencies and speakers representing various career options. In attendance was the following:

- American Academy of Art
- Coyne American Institute
- Governors State University
- Lincoln College of Technology
- Northeastern Illinois University
- Roosevelt University
- Wild Hair Beauty Academy

There were 14 speakers representing careers in:

- Automobiles
- Business
- Human Services
- Construction
- Criminal Justice
- Entrepreneurship/Food Service
- Military
- Health Care
- Hotel Industry
- Barbering
- Cosmetology

In order to further support the transition process, all students meet with the vocational counselor to assess and discuss transition goals. Each student is provided support and guidance which may include: developing a resume; completing a variety of assessments, ie, career interest inventory, skills assessment, etc.; exploring post-secondary education program options online, completing applications, etc.

Students receive additional training in: banking, budgeting, taxes, community service, planning the use of public transportation, securing necessary identifying information, etc.

Objective B: Continue to provide community job training sites, supported and competitive employment options.

Nineteen students attending the Therapeutic Day High School Program participated in the Hilton Hotel Training Program in the areas of housekeeping, culinary, and engineering.

Seven students participated in the PAEC Custodial Training Program. Students are required to prepare an application and interview for the positions.

Five students participated in the PAEC Lunch Training Program where students sort lunches and clean the lunchroom area. Again, students must complete an application and interview for the position.

Two students participated in the PAEC Clerical Training Program where students were provided written request from staff to complete clerical tasks that supported the instructional programs.

Two students participated in the Fundraising Committee which operated as a school store during lunch time to sell snacks and on occasion lunch items. Students assisted with maintaining inventory, calculating orders and presenting the items purchased.

PAEC Center volunteer and job training sites include:

- Hines Hospital
- New 2 You Resale Shop
- Empowering Gardens
- Mikes Meat Market
- Plymouth Nursing Home
- St. Domitilla
- St. Eulalia
- Sarah's Inn
- Brookfield Zoo
- Family Video
- Ray Graham
- West Suburban Senior Services
- Catholic Charities

Several students are now competitively employed due to their job training and job coach support.

Objective C: Continue to monitor student's post-secondary outcomes through agencies and personal connections.

Below are student updates on graduates from the PAEC Therapeutic High School: Ms. Pietrowski, Vocational Counselor, sent emails with job leads to past graduates. A 2011 graduate came in to inquire about becoming a truck driver, the vocational counselor researched employers who offer on-the-job training; a 2015 graduate updated their resume; a 2016 graduate updated their resume who currently works at White Castle, hoping to get a kitchen job at Hines; a 2016 graduate obtained an apartment in Normal, where he has begun classes at Heartland Community College; a 2014 graduate is looking for full-time work during the week, continues earning money by playing music on the weekends; a 2015 graduate finished his apprenticeship program for concrete forms, he is working full-time as a journeyman; a 2013 and 2015 graduates updated their resumes; a 2010 graduate has maintained competitive employment since graduating and has moved into his own apartment; a 2016 graduate has moved back to the area, she has obtained employment and has requested assistance in enrolling at Triton next school year; a 2006 graduate released from prison is on restricted movement but hoping to get a job soon; a 2009 graduate ran into legal issues while in Texas, has since returned home and plans to focus on resolving his legal issues so that he can stay in the area and start parenting his child; a 2008 graduate started a cleaning business; a 2014 graduate recently acquired a job with a landscaping company and requested his resume to fulfill job requirement. Please see attachment #2 "PAEC Transition Graduate Outcomes", which delineates PAEC Center graduate outcomes.

Objective D: Continue to refine student portfolios to track and share vocational progress and transition planning.

The following Transition Planning information is shared with parents/guardians during IEP meetings. The information shared is specific to the transition planning needs and goals for each student.

- Parent and family transition guide
- Day services information
- Residential services information
- Recreation programs information
- Legal assistance information
- Adult programming information
- Rehabilitation services information
- Transportation services information
- Financial assistance information

GOAL #5: To improve effective delivery of instruction and services across all educational disciplines.

Objective A: Continue to update and expand the PAEC Resources Manual to include relevant reference materials.

The IEP Monitoring File Review checklist was revised in October of 2016 in order for PAEC Principals, Program Supervisors and Assistant Principals to review each IEP for compliance and attach it to the IEP prior to submission for processing.

The "Out-of-School Suspension" letters to parent/guardians were updated to reflect Senate Bill 100.

Objective B: Continue to enhance and expand on instructional strategies, interventions, and related services.

The PAEC Therapeutic Day Schools have conducted curriculum mapping in order to better align academic strategies and interventions with the cooperative school districts. Teachers were assigned core academic areas based on their expertise and interest in order to enhance the delivery of instruction.

Students identified with significant deficits in reading and math were provided more intensive interventions by the PAEC Resource Teacher in order to improve student growth. During the Extended Days students have been offered additional academic support to complete assignments in core areas.

There has been ongoing training and interventions on restorative justice interventions in order to insure that students understand how their infractions impact other individuals, and what they must do to restore communication and positive interactions. There has been an emphasis on teaching replacement behaviors or other strategies to better cope and responded when potential conflicts arise. The Therapeutic Day programs continue ongoing training on more effective teaming, de-escalation strategies, and safe physical interventions in order to support safe and ethical interventions.

PAEC Center and PAEC Academy have expanded the range of interventions in order to address the diverse needs across programs. The interventions include: Language for early learners, PCI reading for non-verbal readers, Touch Math, Unique Curriculum, Remedia math, Edmark reading, SRA reading, Life Skills 2000, Jolly Phonics, the Saddleback Curriculum, Lexia, Solo 6 and Core 5, Reading Street Reading Curriculum.

PAEC Center Committees have been working on a scope and sequence of priority student objectives, skills and progress monitoring to enhance consistency and continuity within and across programs. Two sections were completed during the 2016-17 school year (Language Arts and Mathematics).

The PAEC Related Services Program provide ongoing quality staff development to insure the most current and quality services to district and PAEC operated programs. This is clearly illustrated in the detailed monthly board updates.

Objective C: Implement the Teacher Evaluation Instrument aligned with the Danielson Framework.

The new Teacher Evaluation process was fully implemented during the 2016-17 school year. The new instrument is comprehensive and addresses the required domains.

Objective D: Continue Parent IEP surveys.

Following IEP meetings parents/guardians are provided the IEP Parent Survey. The parents/guardians that chose to complete the survey were submitted and compiled. The ratings for the IEP process are very positive. Please see attachment #3 for the results of the surveys.

Objective E: Continue Transportation Surveys.

First Student Transportation surveys were sent to all parents/guardians of students in PAEC Programs for the time periods: August 2016 – October 2016 and November 2016 – March 2017. Below are the results of surveys returned by parents/guardians.

Survey Results: August 2016 – October 2016

Excellent: 168 Good: 85 Needs Improvement: 15 No Answer: 2

Survey Results November 2016 – March 2017

Excellent: 443 Good: 273 Needs Improvement: 45 No Answer: 13

Please see compiled results of the surveys Attachment #4 and Attachment #5.

Objective F: Continue to improve on quality of IEP's by having each IEP reviewed using the components of the ISBE Focused Monitoring File Review Form.

PAEC Principals, Program Supervisors and Assistant Principals are required to review each IEP utilizing the IEP File Review Form and attaching it to the IEP prior to submitting it for processing. IEP's are also selected at random for review as part of the evaluation process. This process has resulted in the required ISBE components of the IEP being addressed on a more consistent basis. This will continue to be closely monitored as PAEC transitions into the new web-based IEP system.

Objective G: Continue to update job descriptions to reflect current roles and responsibilities.

Job descriptions are gradually being updated.

GOAL #6: To improve the health and life safety for all within the PAEC facilities.

Objective A: Conduct quarterly multidisciplinary Safety Committee meetings with RETA Security Consultant.

Quarterly multidisciplinary Safety Committee meetings with the RETA Security consultant were conducted on the following dates: September 21, 2016, November 15, 2016, February 15, 2017 and May 17, 2017.

Objective B: Implement walk-through monitoring devices at the PAEC High School Therapeutic Day School.

Two walk-through monitoring devices were installed at the main entrance to the high school off of 10th Avenue and a second was installed at the entrance off of Harrison Street. These devices have added another layer of security for all individuals entering the high school facility.

Objective C: Practice evaluation to off-site location and practice bus evacuations.

There was an evacuation drill conducted on May 4, 2017 where the PAEC Elementary Therapeutic Day students evacuated to St. Eulalia Church. This safety procedure is being evaluated, since it is very difficult to safely evacuate students to off campus sights with the most challenging disabilities, particularly in incimate weather. It is also very unlikely that this type of an evacuation would be needed. Students do practice going from one PAEC facility to the other PAEC facility during fire drills involving only one building. The school bus evacuations were conducted on October 12, 2016.

Objective D: Continue emergency drills including: lock-down drills, fire drills and other necessary drills.

Fire drills were conducted on September 6, 2016 and October 20, 2016. Lock down drills were conducted on September 9, 2016, October 14, 2016, October 17, 2016 and October 18, 2016. There were follow-up drills conducted by principals in order to correct problems identified in the original drills. A tornado drill was conducted on February 28, 2017.

Objective E: Conduct a Lock Down Drill with students in attendance and the police department.

There was a Lock Down Drill conducted on Tuesday, October 18, 2016 while students were in attendance and the Sheriff observed and provided feedback to the administrators.

Objective F: Practice emergency communication procedures.

In conjunction with emergency drills, the public address system, the telephone system and hand held radios were tested to insure that all staff throughout the PAEC facilities received the necessary communication to respond to the emergency situation.

The communication was improved by ordering new hand held radios where needed and rewiring speakers in offices where the communication from the public address system was not being properly received. The emergency radio channels were adjusted to insure that all necessary staff would receive clear communication to respond properly to the emergency situation.

Objective G: Continue quarterly Employee Workers Compensation Safety Committee meetings to review employee accident reports, potential safety concerns, and recommend staff training to reduce or prevent inquires.

Employee Workers Compensation Safety Committee meetings were conducted on November 3, 2016; January 19, 2017; and April 20, 2017. PAEC had an excellent safety record for 2016-17 due impart to regular safety meetings, training and other measures taken to promote safe working environments.

GOAL #7: Continue quality extracurricular programs/activities to positively engage students outside regular school session including: the HOTSTUFF After-School and Summer Programs, Special Olympics, Veteran's Park/PAEC Center After-School Program and the CAAEL Athletic League.

PAEC has continued to offer and have excellent participation in extracurricular programs/activities to address the full range of students needs during 2016-17. The HOTSTUFF After-School and Summer Programs provided academic support, social skills training and a range of recreational and health related activities. There was excellent participation in the Special Olympics Program in a variety of sports including: basketball, soccer and bowling. Students qualified and participated at both the regional and state levels earning several medals.

The Veteran's Park/PAEC Center collaboration has continued to be very successful in providing a range of activities and services to our most involved students five days per week after school. This program is offered in the PAEC Center facility with trained PAEC staff equipped to effectively deliver these services. Students enrolled in the PAEC Therapeutic Day Elementary and High Schools that qualify are able to participate in the CAAEL Athletic League, where students compete with other schools. This serves as a great incentive for students to meet the academic and behavior expectations in order to participate.

PAEC continues to collaborate with many community and adult agencies in order to offer students a wide range of services and support.

GOAL #8: Enhance business operations to facilitate cost savings and support programs and services.

Objective A: Communicate with Principals for procedure for accessing and using the Business Office forms placed on the site. Also begin the training process for using time sheets online with Substitutes and Program Assistants.

Supply requisition and timesheets forms along with other PAEC forms have been reviewed and placed on the PAEC internet site. No work has been done with purchase order forms. OT/PT and S/L staff have not begun to utilize the contractual time sheets working with Lead Therapists and the Business Office.

Objective B: Increase frequency of Wellness Committee meetings and Wellness activities. Also provide incentives to staff to participate in annual biometric screenings.

One Wellness screening was conducted during the past year by Interactive Health Inc. with EBC Medical Cooperative providing the funding. Juice, water and healthy breakfast snacks were provided to employees participating in the screenings. A raffle was also conducted for the participants with gift cards as prizes. These rewards were well received.

Several Wellness Committee Meetings were held during the school year and not all were well attended due to busy schedules. Agenda items discussed were the EAP Employee Assistance Program, after work Yoga and Zumba classes, staff experiences with the wellness screenings, a smoothie bar, lunch and learn presentations and the new Teladoc program available to employees. A treadmill was donated for employee use.

Objective C: Continue to communicate with staff that mileage is to be turned in for payment on a quarterly basis and send reminders via email and during staff meetings regarding this procedure. Also small mileage reimbursement under \$20 dollars will be paid in cash to staff members.

Map Quest documentation has been requested to be attached to all mileage reimbursement forms and checked for accuracy in reporting. Accounts Payable Coordinator and Business Manager are checking to make sure that this documentation is being provided with mileage reports. Small mileage reimbursements under \$20 dollars were paid in cash to staff members.

Objective D: The School Wellness Policy will be placed on the PAEC website along with the related activities of our PAEC programs, as this information is required by our participation in the National School Lunch Program to be made available to the public. Our Lunch Program Coordinator will ensure that Civil Rights training will be done again with all applicable staff.

Annual Civil Rights training was done with all applicable staff along with Food Handler Training with Food service staff. Our local school wellness policy was reviewed with Principals along with activities from all PAEC programs that follow our policy. Updated policy activities for all programs were placed on our website before the end of the fiscal year.

Objective E: Update our existing Administrative Assistant evaluation instrument and begin evaluating PAEC secretaries and administrative assistants.

Evaluation instrument was updated and secretaries, administrative assistants and business office staff were evaluated.

Objective F: Continue to review home-to-school, shuttle and field trip monthly transportation bills to ensure that PAEC and member districts are only paying for transportation that is ordered by the appropriate PAEC staff.

Principals are reviewing their own program shuttle and field trip bills before they are presented for payment in the business office. Corrections of bills are being made as applicable by First Student, as a result of this review, dollars are saved. PAEC Office Manager is reviewing home to school bills and coordinating any adjustments to the bills with PAEC's First Student contact person. All home to school bills thru the end of the school year were reviewed and sent to member districts by the end of June.

Objective G: Implement procedure for payment of student lunches and to communicate with parents using the letters created in TeacherEase. Our new Lunch Program Coordinator will meet regularly with the building secretaries as needed throughout the school year to accomplish uniformity and consistency with the process and policy.

The Lunch Program Coordinator held several meetings along with phone calls and emails staying in communication with secretaries to ensure that this procedure was adhered to as much as possible during the school year. This procedure and the related procedural details are also needed to be available and followed as we will be evaluated on it during our lunch program audit.

F. PAEC Goals 2017-18

MISSION STATEMENT: The mission of PAEC is to provide quality evidence-based programs and services to general and special education students ages 3 to 22 and their families across the PAEC Cooperative. The ultimate goal is to facilitate growth and development for students to achieve priority long-term outcomes and to insure the welfare and human dignity of all students.

GOAL #1: To expand and enhance quality social-emotional and behavior interventions.

- Expand on restorative justice strategies and interventions to assist students in understanding how their transgressions negatively impact others and to teach students new strategies to promote positive interactions with others.
- The Behavior Intervention Team will provide a range of strategies and interventions on an individual and group basis for students at-risk and for students receiving special education services. These interventions will serve to remediate or reduce challenging student behaviors and facilitate positive social behaviors.
- Enhance our system of tracking data for all students receiving mentoring services from the behavioral coaches for monthly board updates.
- PAEC, in collaboration with the Oregon Research Institute, will continue to implement the First Step Next (FSN) Comprehensive Early Intervention Research Project for young students with moderate to severe behavior challenges.
- PAEC will continue to provide training on de-escalation strategies, team planning and responses to aggressive student behaviors, and safe physical interventions.
- PAEC will continue to expand on methods to assist students in developing self-regulation skills to facilitate social-emotional health and educational engagement.

GOAL #2: To expand and enhance data management systems in order to support evidence-based practices.

- PAEC will implement FastBridge, a new assessment management system, to better screen, assess and progress monitor students.
- PAEC will implement the PowerIEP comprehensive software program. The PowerIEP offers a comprehensive IEP that includes state and Core learning standards, student information tracking, a variety of administrative reports, etc.
- The Internet capacity has been increased by 1000% to 100 megabits per second. An upgrade to their wireless network is planned for implementation in 2017-18.

GOAL #3: To expand and enhance quality programming interventions.

- Identify students from the Therapeutic Day Schools with significant delays in reading and/or math based on multiple assessment sources and provide regular research-based interventions over the course of the 2017-18 school year and monitor progress.
- Refine and improve measurable student growth goals and the assessment process in conjunction with the new teacher evaluation process.

- Through a joint administrative and union committee, update the evaluation instrument for paraprofessionals.
- PAEC Center and PAEC Academy implement the curriculum scope and sequence developed in the areas of language arts and mathematics.

GOAL #4: To expand and enhance effective transition and post-secondary outcomes.

- PAEC Administration will collaborate with the District 209 administration in investigating the steps necessary to qualify the PAEC Transition Program graduates to earn a High School Diploma beginning in 2018-19.
- Continue to provide students with exposure to post-secondary career options, education and other vocational options.
- Continue to provide community job training sites, supported and competitive employment options.
- Continue to monitor students' post-secondary outcomes through agencies and personal connections.

GOAL #5: To improve effective delivery of instruction and services across all educational disciplines.

- Continue to update and expand the PAEC Resource Manual to include relevant reference materials.
- Continue to enhance instructional strategies, interventions and related services.
- Refine and improve the implementation of the Teacher Evaluation Instrument aligned with the Danielson Framework.
- Continue Parent IEP surveys in order to assess and improve upon the process.
- Continue Transportation Surveys and regular meetings with First Student Management in order to insure quality transportation services.
- Continue to improve on quality of IEP's by having each IEP reviewed using components of the ISBE Focused Monitoring File Review Form.
- Continue to update job descriptions to reflect current roles and responsibilities.

GOAL #6: To improve the health and life safety for all individuals accessing the PAEC facilities.

- Conduct quarterly multidisciplinary Safety Committee meetings with RETA Security Consultant.
- Continue emergency drills including: lock-down drills, fire drills, tornado drills, bus evacuation drills, etc.

- Continue to have the Cook County Sheriff Police dogs go through the PAEC facilities to support a drug free environment.
- Continue to upgrade surveillance cameras and communication systems to respond effectively to potential safety concerns.
- Continue quarterly Employee Workers Compensation Safety Committee meetings to review employee accident reports, potential safety concerns, and recommend staff training to reduce or prevent injuries.

GOAL #7: Continue quality extracurricular programs/activities to positively engage students outside the regular school session including: the HOTSTUFF After-School and Summer Programs, Special Olympics, Veteran's Park/PAEC Center After-School Program and the CAAEL Athletic League.

GOAL #8: Enhance business operations to facilitate cost savings and support programs and services.

- Continue to utilize some of the funds accumulating in the student activity fund for PAEC programs throughout the year to purchase supplies and equipment, and purchased services for students during the school year, saving budget dollars in the PAEC education fund.
- Continue to review home-to-school, shuttle and field trip monthly transportation bills to ensure that PAEC and member districts are only paying for transportation that is ordered by the appropriate PAEC staff.
- Continue to enforce the due dates given to Principals to submit the reviewed and corrected shuttle bills to the Business manager so bills can be paid in a timely fashion. Also as PAEC member districts are now paying their own home to school bills, business manager and office manager will ensure that First Student submits monthly bills in a timely fashion to PAEC, and we review them in a timely fashion before forwarding on to districts for their payment to First Student.
- Continue to review with PAEC staff traveling between sites, the procedures for claiming mileage reimbursement from PAEC, and scrutinize more closely mileage reports turned in to ensure that mileage is accurate and justified before payment.
- Increase frequency of Wellness Committee meetings. We are planning on scheduling four meetings in 2017-18. We are planning a large focus on promoting the annual wellness screenings and also provide incentives to staff to participate in the annual wellness screenings.
- The School Wellness Policy will continue to be on the PAEC website along with the updated related activities of our PAEC programs, as this information is required by our participation in the National School Lunch Program and must be made available to the public. Our Lunch Program Coordinator will ensure that Civil Rights training, food handler training and other trainings for kitchen staff, business manager and herself will be done again to meet applicable federal requirements. We have been informed of a likely on-site lunch program audit for 2017-18 and we will begin preparing for this as we begin the school year.

- Our goal for the Lunch Program is to enforce the 3 days credit policy for payment of student lunches and to communicate with parents using the letters created in Teacher Ease. Our new Lunch Program Coordinator will meet regularly with the building secretaries as needed throughout the school year, to accomplish uniformity and consistency with the process and policy.
- Prepare for upcoming contract negotiations with teachers and program assistants for contract beginning with the 18/19 fiscal year.
- Plan and prepare for stages of roof replacement for the PAEC Center Building and also the roof over the gym in the PAEC Education Center Building.

G. PAEC Program Updates

PAEC Business Office – Ms. Debbie Tryon, Business Manager

Ms. Tryon and the business office are hard at work compiling data for employee locations for the new year and preparing the salary pay file for the first payroll of the school year. The auditors have begun some off-site work on the audit and Ms. Tryon is gathering and preparing documents they will need in September when they begin on-site field work. Data has been sent to the actuary for completion of the actuarial report for last fiscal year.

Computations are under way for the summer school billing to member districts and review of the summer school transportation bill.

The business office is compiling dates for the 2017-18 meeting schedule and reorganizing and relocating files and records, and disposing of documents that can be shredded.

PAEC Early Childhood Program

The PAEC Early Childhood Program will be opening with five classrooms. Our teachers have already started coming in to fix their rooms. We are all very excited because our carpeting was pulled up and new tile floor was installed, the rooms look new. This new flooring will provide a safer environment for children with environmental allergies. We are eager to get another enriching and challenging academic year started for our preschool age students.

PAEC Therapeutic Day Elementary School

PAEC Elementary is excited about the start of the new school year. We are scheduled to start school with an enrollment total of 45 students in grades Kindergarten through Eighth. The building looks amazing with freshly waxed and cleaned floors.

PAEC Elementary registration dates are:

- August 9th, from 9:00 am - 2:30 pm
- August 10th, from 9:00 am – 2:30 pm
- August 11th, from 1:00 pm – 7:00 pm

We will be planning fundraising activities for the purchase of new technology that can be used with the new Wifi in the building. The new technology will be purchased to support and provide additional opportunities for the students to improve academic and social skills.

PAEC Academy at St. Domitilla

PAEC Academy is looking forward to an exciting new school year. We are busy getting the building ready for the first day of school. Registration will take place August 8th, 9th, and 10th. Any students who have not registered on those dates will be called to determine whether or

not the student will be returning and, if so, a time for registration will be set up. We are looking forward to welcoming parents and students back.

We will continue with the "MY MATH" program which is challenging but students are making steady progress. The manipulative math kits that come with the program are very effective for our students. For reading we will continue to use the SRA reading program, Lexia, and for the primary classes Reading Street will also be a part of the curriculum. All of these programs are working well for our students and the students enjoy them. We are also working on writing skills, Science, Social Studies, Language Arts and Social skills. It should be a great year.

PAEC Center

PAEC Center is getting ready for the start of the new school year. Registration dates are August 8th, 9th, and 10th. We look forward to an exciting school year and engaging our students to help achieve their academic goals.

PAEC Therapeutic Day High School

On August 7th, a meeting has been scheduled in the PAEC High School gym with representatives from Northeastern Illinois University to register staff interested in the LBS I Master's cohort. Although staff do not officially return until August 16th, Ms. Effie Kritikos, Professor at Northeastern Illinois University, believes that the first official registration date for PAEC staff will assist with increasing enrollment numbers for the cohort scheduled for this fall.

In preparation for the start for the 2017-18 academic year, PAEC High School will take part in the following In-Service activities to align with the theme of "Achievement."

- CPI Training
- Power IEP Training
- Progress Monitoring Training
- Student Growth Training for Teachers

The PAEC High School administration would like to continue with the strides that have been gained during the previous academic year. We are excited to welcome the following new staff to our PAEC High School family:

- Mr. Adam Hague - Computer Teacher
- Ms. Markeshia Jones - Program Assistant
- Ms. Janae Powell - Program Assistant

PAEC High School will collaborate with both PAEC Elementary and PAEC Early Childhood for Open House to be scheduled the fourth week of September. Additional information will be provided as the event nears.

PAEC Speech/Language Department - Ms. Ann Coenen, Lead S/L Therapist

The Speech/Language department is excited to start a new school year and welcome back many SLP's and welcome several new SLP's. Below is a list of the new therapists and the schools they are servicing:

- Ms. Ann Caragher - Proviso East/Proviso Math and Science Academy
- Ms. Emily Swogger - PAEC Early Childhood and Lindop Early Childhood
- Ms. Hallema Smith – District 88, Bellwood
- Ms. Elizabeth Rotert - PAEC Center and Assistive Technology team
- Ms. Susana Vargas - Bilingual Evaluator, District 87
- Ms. Lindsay Stoff – District 92, Lindop

The new SLP's will attend New Hire Orientation on Friday, August 18th, at 9 am, in the PAEC Center Boardroom.

The Speech/Language department is looking forward to a number of Professional Development opportunities covering topics such as: "Tips and tricks for data collection and organization", "Facilitating the use of AAC in the classroom", "Addressing the Functions of Behavior for Students on the Autism Spectrum", "Language Processing vs. Auditory Processing", and "Mindfulness and Stress Reduction".

The Speech/Language department will have our first meeting on August 22nd, at 11:30 am, with our first professional development, "Tips and tricks for data collection and organization", immediately following.

We are looking forward to a productive and successful school year!

XI. UNFINISHED BUSINESS/OLD BUSINESS

None at this time

XII. NEW BUSINESS

FMLA Requests

Ms. Linda Theis

Ms. Theis, Business Office Secretary, has requested a leave under FMLA due to medical reasons. She is requesting her FMLA leave begin on August 25, 2017 through October 6, 2017 (pending doctor's release). She will be using her accrued sick days.

Recommended Motion:

I move to approve the FMLA request of Ms. Linda Theis, beginning August 25, 2017 through October 6, 2017, due to medical reasons. She will be using her accrued sick days, as presented.

Employment/Resignations/Terminations

Employment:

Kimberly Baratta, Principal, PAEC Center, \$91,000, effective 8/1/17-6/30/18

Patrice Binion, 1:1 Program Assistant, PAEC Center, \$21,192, effective 8/16/17-6/6/18

Leslie Davey, Part-Time Program Supervisor, PAEC Program, \$38,412, effective 8/21/17-6/8/18

Kevin Downs, Teacher, PAEC Center, \$42,835, effective 8/16/17-6/6/18

Amy Farley, Physical Therapist, PAEC Programs, \$24,492, effective 8/16/17-6/6/18

Lexi Forsyth, Psychology Intern, PAEC Programs, \$10,000, effective 8/24/17-6/12/18

Nina Giannos, Speech Pathologist, PAEC Programs, \$44,703, effective 8/16/17-6/6/18

Paola Gonzalez-Bonet, Psychologist, PAEC Programs, \$53,517, effective 8/21/17-6/8/18

Adam Hague, Teacher, PAEC High School, \$40,919, effective 8/16/17-6/6/18

Michael Irgang, Social Worker, PAEC Elementary, \$44,703, effective 8/16/17-6/6/18

Fani Lee, Occupational Therapist, PAEC Programs, \$26,153, effective 8/16/17-6/6/18

Fontella Livsey, 1:1 Program Assistant, PAEC Programs, \$21,192, effective 8/16/17-6/6/18

Annie Lott-Jackson, Program Supervisor, PAEC Programs, \$38,412, effective 8/21/17-6/8/18

Julie Lukac, Teacher, PAEC Elementary, \$59,449, effective 8/16/17-6/6/18

Julie Macino, 1:1 Program Assistant, PAEC Programs, \$20,718, effective 8/16/17-6/6/18

Carley Moss, Teacher, PAEC Programs, \$43,824, effective 8/16/17-6/6/18

Luke Nally, I.T. Specialist, PAEC Administration, \$41,346, effective 7/17/17-6/30/18

Thelma Segbawu, Occupational Therapist, PAEC Programs, \$60,233, effective 8/16/17-6/6/18

Lindsay Stoff, SLP, PAEC Programs, \$52,477, effective 8/16/17-6/6/18

Kaylie Talan, Teacher, PAEC Center, \$40,919, effective 8/16/17-6/6/18

Kentzell Taylor, Program Assistant, PAEC Center, \$21,677, effective 8/16/17-6/6/18

Gwen Washington, Program Assistant, PAEC Center, \$21,192, effective 8/16/17-6/6/18
Jessica Wieckowski, Social Worker, PAEC Programs, \$44,703, effective 8/21/17-6/8/18

Recommended Motion:

I move to approve the employment of personnel as presented.

Resignations:

Mr. Joseph Benavidez, Teacher, PAEC Center, effective 5/31/17

Ms. Crystal Bennett, I.T. Specialist, PAEC Administration, effective 7/13/17

Recommended Motion:

I move to accept the resignations of personnel as presented.

Terminations:

Recommended Motion:

I move to approve the termination of employment of personnel as presented.

XIII. OTHER/ADDITIONAL ITEMS TO BE BROUGHT BEFORE THE GOVERNING BOARD

Promotions

Ms. Christina Davis, promoted to PAEC High School Secretary, effective 8/1/2017

Mr. Michael James, promoted to Assistant Director of PAEC, effective 8/1/2017

Ms. Consuelo Martinez, promoted to PAEC Early Childhood Supervisor, effective 8/1/2017

Ms. Roshune Pechacek, promoted to PAEC Elementary Principal, effective 8/1/2017

XIV. BOARD CORRESPONDENCE

None at this time

XV. CLOSED SESSION

Recommended Motion:

I move to convene into Closed Session at PM, under Section 2(C)(1) of the Open Meetings Act, to discuss employment, compensation, discipline, performance, or dismissal of specific employee(s), as presented.

XVI. ADJOURNMENT

Recommended Motion:

I move to adjourn the meeting at PM for lack of further items to discuss.