

**Director's End of Year Report to the Executive Committee  
June 9, 2010**

**TMCSEA  
2009-2010 School Year**

**1. Expand professional development to build capacity at the district level through trainer of trainer after-school workshops and ongoing support.**

Last spring all TMCSEA coordinators participated in a retreat that focused on restructuring professional development activities for TMCSEA and member district staff for the 2009-2010 school year. Catwalks were developed that addressed professional development areas and target populations. We are providing a larger focus on smaller sustained trainings in specific areas to targeted special education teachers, paraprofessionals, support staff and parents. Professional development sustained trainings have been offered for assistive technology liaisons, autism experiential teams, psychologist and speech therapist role in Rtl, and occupational/physical therapy. This year we have expanded CPI trainings for our districts and have included CPI for Autism as a refresher training option. We have completed a trainer of trainer model for 34 district staff as Assistive Technology liaisons to support technology enhancements, accommodations and support for students with disabilities at the district level. In addition, professional development in-services have been provided in the areas of autism, transition, functional curriculum and early childhood best practices. Three trainings targeted for parents have been offered this year with fluctuating attendance. Our website has been enhanced to include monthly event calendars, electronic registration and event flyers.

**2. Support member districts in the Response to Intervention process by providing professional development for special education staff, external coach through ASPIRE, and Tier III interventions.**

TMCSEA has been participating in a grant for training of an external Rtl coach through the ASPIRE Project. This has allowed us to provide minimal support to four member districts and District Level Special Education Administrators. Training has been provided for speech therapists, psychologists and occupational therapists on identifying their changing roles in the Rtl process. We have provided training opportunities for member district staff on research based, web-enabled interventions including; Boardmaker, Lexia, iLearn, Symphony Math, Infinetec and besstweb. Cambium learning provided an open house to showcase special education and Rtl research based curriculums for district staff to preview. A series of five Rtl trainings and four focus group support sessions were provided for psychologists and targeted staff through out the year. Session topics included; Rtl supports, challenges and intervention for academic and behavior, data analysis, SLD eligibility, and implementing Rtl in the middle and high schools.

**3. Review behavioral intervention guidelines from the Illinois State Board of Education and revise TMCSEA and Schramm Educational Center policies and procedures.**

Currently federal legislation on restraint and seclusion, H. R. 4247: "Keeping All Students Safe Act" has passed the House and is in the Senate. This bill directs the Secretary of Education to establish minimum standards that prohibit school staff from managing students through the use of restraint except in situations of imminent danger. It also requires staff training in crisis intervention and recordkeeping procedures. TMCSEA has provided ongoing information to district special education administrators on this topic. We are still waiting for the behavioral intervention guidelines to be released from the Illinois State Board of Education.

**4. Continue to provide leadership and support for service delivery in the areas of autism, assistive technology, high school transition and life skills programming.**

We are continuing to train district teams and TMCSEA staff through the Illinois Autism Project Experiential week long training. Over the past three years 40 staff members from ten districts and Schramm Educational Center have completed the five day Autism Experiential Training. We are in our second year of training Assistive Technology Liaisons from our member districts. This is an initiative to continuously build capacity at the district level within a 3-Tier AT Service model. The TMCSEA staff continues to provide high quality ADOS evaluations and district/student consultations for autism and assistive technology. We have expanded our Secondary Transitional Experience Program (STEP) to support high school students and staff with additional transitional services. We have purchased the Microcomputer Evaluation and Careers Assessment software for district use. Training is available through our transition specialists and/or Conover Company webinars. Training and support for our districts on Indicator 13 of the state performance plan is a priority. We have provided district level administrators with all transition updates and

requirements along with support for staff in writing goals and transition plans. Sue Walter, ISBE Consultant, provided a full day workshop with detailed guidance and support on compliance with Indicator 13 transition plans. Life skills and functional curriculum research based materials are being reviewed and implemented in our satellite programs. Our functional curriculum toolbox and PowerPoint to assist new teachers and our member districts have been updated and shared with District Level Special Education Administrators. Districts have visited our programs and been provided consultations for curriculum development for in district programming. In all the above areas second year action plans continue to review data, analyze results, celebrate accomplishments and develop next steps for continued improvement.

**5. Develop action plan and provide significant updates to handicap accessible playground through use of donated dollars.**

TMCSEA has received a \$200,000.00 bequest donation from the estate of Sally Pflederer to be used exclusively for the benefit of the students at Schramm Educational Center. We have established an oversight committee that has developed an action plan. We have budgeted \$20,000.00 of this donation to purchase capital equipment items for students and approximately \$125,000.00 to construct a fenced outside play area that offers accessibility and sensory opportunities for students. We are working with a consultant from Reese Recreation to provide equipment options and our architect, Mr. Becker, to design the play area. Through this process we have an accepted bid to begin the site construction and playground installation in July. After the playground is constructed a synthetic fall surface will be poured over the playground area. This will improve the quality and accessibility for the students who attend Schramm Educational Center.

**6. Continue to manage the IDEA Grant, including specific reporting requirements, timelines and payment schedules for additional dollars received from the American Recovery and Reinvestment Act (ARRA).**

The final ARRA IDEA flow through grant allocations came in at \$4,968,302.00 for TMCSEA. This was \$56,554.00 less than the projected grant amount. The Executive Committee, with input from all district superintendents, elected to spend 50% of the grant in FY10 and 50% in FY11. The ability to supplant for MOE 50% flexibility is only available in FY10. For our districts that were able to supplant, this was up to 100% of this year's allocation and was listed in detail on the MOE 50% flexibility and budget detail pages of the grant. This means we do not have flexibility on the 50% allocation we have established to carryover to FY11. Sub-grants from 20 member districts totaling \$2,588,179.00 were submitted on August 13 and approved on September 14. District #606 chose not to access their ARRA funds and this allowed TMCSEA to contract with Dr. Brock Butts to provide financial support and detail for the ARRA/IDEA grants. Dr. Butts and the Director continue to provide ongoing guidance and support for districts on the development, implementation and reporting guidelines of this grant initiative. ISBE reporting guidance continues to be revised on a daily basis and is shared with districts in a timely fashion. ARRA job reporting has been revised to meet reporting requirements. Due to the grant complexity a grant amendment was submitted on November 5, 2009 to ISBE allowing for small changes in detail on district sub grants. ARRA/IDEA Flow Through sub grants dollars are being disbursed monthly as documented on district actual expenditure reporting. Required quarterly reporting has been submitted to ISBE on behalf of our member districts. The ARRA/IDEA Preschool, IDEA Preschool and IDEA Flow Through grants have also been submitted on behalf of all member districts and funds are being disbursed quarterly as documented on district actual expenditure reporting. Fifty percent of the ARRA/IDEA Preschool grant was written for \$100,079.00 and supported ECE teacher salaries in two of our districts. The IDEA Preschool grant was written for \$292,509.00 and provided for ECE teacher salaries in nine of our districts. The \$5,160,807.00 IDEA Flow Through Grant provided for two million dollars in district sub grants, remaining ECE salaries and TMCSEA programs and services.

Respectfully Submitted,

Sally J. Masear, Director  
TMCSEA