



# Special Education District of McHenry County

## SEDOM'S FIFTY-FOURTH ANNUAL MEETING PART TWO: BUDGET REPORTS

SEDOM Education Center  
1200 Claussen Drive  
Woodstock, Illinois

Wednesday August 12, 2020  
7:00 P.M.

### Agenda

#### Presiding: SEDOM Executive Board President

It is anticipated that this meeting will be held in person at the designated time, date and location listed. If it is not possible to hold this meeting in person, Dr. Tim Burns will be present at the SEDOM Center to ensure that all matters related to compliance for the Open Meetings Act are adhered to. Anyone wishing to submit a statement to be read and recorded at the meeting may submit it to the attention of Dr. Burns at [tburns@sedom.org](mailto:tburns@sedom.org) by 8-11-20.

- **Call to Order**
- **Roll Call of Districts**
- **Introduction of Executive Board and Administrative Staff**
- **Action Items**
  - Approval of Minutes of the March 2020 Governing Board Meeting Pages 4-5
  - Presentation and Public Hearing of the FY 21 Tentative Budget** Page 6
  - Adoption of the FY 21 Budget
  - Determination of March 2021 Governing Board of Directors' Meeting Date Page 7
- **For Information**
  - Appointment of Nominating Committee Page 8
  - Executive Director's Report Pages 9-15
- **Other Business**
- **Adjournment**

# Special Education District of McHenry County

## *Executive Board*

### EXECUTIVE BOARD

Dr. Tim Burns, Executive Director

Ms. Kim Egerstaffer, Secretary to Executive Board and Governing Board of Directors

Ms. Lea Damisch, Superintendent, Marengo-Union District #165	2020-2023
Dr. Linda Dujmovich, Board Member Marengo District #154	2020-2023
Dr. Debbie Ehlenburg, Superintendent, Alden-Hebron #19	2020-2023
Mr. Bryan Millard, Board Member Riley School District 18	2018-2021
Ms. Karen Parks, Board Member Harrison District 36	2018-2021
Ms. Cathy Neiss, Board Member Johnsburg School District 12	2019-2022
Dr. Ryan Mctague, Superintendent, McHenry High School District 156	2019-2022

# Special Education District of McHenry County

## *Governing Board of Directors*

### Governing Board of Directors

District	Number	B.O.E. Member
Nippersink	2	Ms. Elke Kleish
Johnsburg (Unit)	12	*Ms. Cathy Neiss
McHenry Elem.	15	Dr. Kim Qualls
Riley Elem.	18	Ms. Anita Mitchell
Alden-Hebron (Unit)	19	Ms. Shannon Combs
Harrison Elem.	36	*Ms. Karen Parks
Harvard (Unit)	50	Ms. Julie Lehmann
Marengo H.S.	154	*Dr. Linda Dujmovich
McHenry H.S.	156	Mr. Timothy Hying
Richmond Burton H.S.	157	Ms. Christine Alvarado
Marengo-Union Elem.	165	Mr. Greg Wright

\*Denotes Current Executive Board Member



# SPECIAL EDUCATION DISTRICT OF MCHENRY COUNTY

BOARD OF DIRECTORS MEETING

WEDNESDAY, AUGUST 12, 2020

## Action Item

**Subject:** Minutes of the March 4, 2020 Governing Board of Directors’ meeting

On the next two pages you will find the minutes from the March 4, 2020 Governing Board of Directors’ Meeting.

**Recommended Action:** Approve the minutes of the March 4, 2020 Governing Board of Directors’ meeting, as submitted, for filing in official records.

### Minutes from the Special Meeting of the SEDOM Governing Board of Directors March 4, 2020

A meeting of the Governing Board of Directors of the Special Education District of McHenry County convened at 7:00pm on Wednesday, March 14<sup>th</sup>, 2020, at the SEDOM Educational Center, 1200 Claussen Drive, Woodstock, IL.

**Call to Order:** Ms. Lea Damisch, President of the Executive Board, called the meeting to order at 7:00pm.

A=Absent                      P=Present

District	Number	B.O.E. Member	
Nippersink Elem.	2	Elke Kleish	P
Johnsburg (Unit)	12	*Cathy Neiss	P
McHenry Elem.	15	Dr. Kim Qualls	A
Riley Elem.	18	Anita Mitchell	P
Alden-Hebron (Unit)	19	Shannon Combs	P
Harrison Elem.	36	*Karen Parks	P
Harvard (Unit)	50	Julie Lehmann	A
Marengo H.S.	154	*Dr. Linda Dujmovich	P
McHenry H.S.	156	Timothy Hying	A
Richmond Burton H.S.	157	Ms. Christine Alvarado	A
Marengo-Union Elem.	165	Mr. Greg Wright	P

- Denotes Executive Board Members

Seven of the eleven-member districts were present at roll call. Those present included 2, 12,18,19,36,154, and 165.

## Introduction of Executive Board and Administrative Staff:

Following roll call, Ms. Damisch introduced the Executive Board members including, Dr. Linda Dujmovich and Dr. Debbie Ehlenburg, Ms. Cathy Neiss and Ms. Karen Parks. Also present were the Executive Director, Dr. Tim Burns and Business-Finance Assistant, Ms. Kimberly Egerstaffer.

Dr. Burns also introduced Harvard Community Unit School District Superintendent, Dr. Corey Tafoya and McHenry High School District Director of Special Education, Ms. Becky Covalt.

**Approval of August 14, 2019 Governing Board Meeting Minutes:**

District 2 moved, District 19 seconded the approval of the minutes of the August 14, 2019 meeting of the Governing Board of Directors. On a voice vote, the motion passed unanimously.

**Appointment of Executive Board Members:**

District 12 moved, District 18 seconded to re-appoint Ms. Lea Damisch, Dr. Linda Dujmovich and Dr. Debbie Ehlenburg to each serve from July 2020 until June of 2023. On a voice vote the motion passed unanimously.

**Designation of the August Governing Board of Directors Meeting:**

District 12 moved, and District 154 seconded that the Governing Board Meeting in August which primarily focuses on the budget be held on Wednesday August 12<sup>th</sup>, 2020. On a voice vote the motion passed unanimously.

**Executive Director's Report:** Dr. Burns gave an update on the current FY21 Budget, as well as an update on current SEDOM goals and spoke briefly on the state of the SEDOM building and upcoming maintenance. Dr. Burns gave a summary of the FY 21 Needs Assessment and spoke about synthesizing this information in terms of next steps and the future direction of SEDOM. Dr. Burns also focused on the current real estate owned by SEDOM and ways to better utilize all existing resources for program development.

**Other Business:** No other business.

Adjournment:

District 12 moved; District 36 seconded to adjourn the meeting at 7:40pm. On a voice vote, the motion carried unanimously.

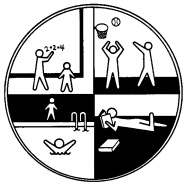
**Respectfully submitted:**

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**President, Executive Board**

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**Secretary, Executive Board**



## SPECIAL EDUCATION DISTRICT OF MCHENRY COUNTY

BOARD OF DIRECTORS MEETING

WEDNESDAY, AUGUST 12, 2020

### Action Item

**Subject:** Presentation, Hearing and Adoption of the FY21 Tentative Budget

The FY21 Tentative Budget was approved by the Executive Board on June 30, 2020 for display on July 1, 2020 and notice of public hearing on August 12, 2020.

The hearing will be convened and Dr. Tim Burns, Executive Director, will present the proposed FY21 Tentative Budget. Dr. Burns will review the budget assumptions, anticipated revenues and expenditures and respond to any questions. The budget has been on display since July 1, 2020.

The Articles of Joint Agreement specify that it is the duty of the Governing Board of Directors to adopt the annual budget of SEDOM. The Illinois State Board of Education requires that special education districts file the adopted budget no later than August 31<sup>st</sup>.

Following the hearing, the Governing Board considers adoption of the FY21 budget.

**Recommendation:** The Executive Board recommends adoption of the FY21 budget as presented.



## SPECIAL EDUCATION DISTRICT OF MCHENRY COUNTY

**BOARD OF DIRECTORS MEETING**

**WEDNESDAY, AUGUST 12, 2020**

### **Action Item**

**Subject:** Determination of March Governing Board of Directors Meeting Date

The Governing Board generally meets two times per year. The Articles of Joint Agreement specify that the August meeting is primarily for the adoption of the FY21 budget and the March meeting is primarily a review of programs and services.

The meeting date recommended for the March Governing Board of Directors is Wednesday, March 3, 2021 at 7:00 p.m.

**Recommendation:** Approve Wednesday, March 3, 2021, at 7:00 p.m. as the March Governing Board of Directors' meeting date.



## SPECIAL EDUCATION DISTRICT OF MCHENRY COUNTY

**BOARD OF DIRECTORS MEETING**

**WEDNESDAY, AUGUST 12, 2020**

**For Information**

**Subject: Appointment of Nominating Committee**

**ARTICLE 2- ORGANIZATION AND OPERATION** of the Articles of Joint Agreement provide the following specifications for the make-up and election of the Executive Board.

**Section 2:** Executive Board of Directors. From the members of the SEDOM Governing Board of Directors, from the members of the participating district boards of education, or from the Superintendents of Schools of the member districts, there shall be chosen an Executive Board consisting of seven (7) members, at least two (2) of these from high school or unit districts, at least two (2) of these from elementary school districts, and at least one (1) board of education member. Except as set forth below, the Executive Board members shall serve a three (3) year term. The election for Executive Board members shall take place at the meeting of the Governing Board of Directors held during the third or fourth quarter of the school year, and those elected shall take office at the first regular meeting of the Executive Board after July 1st.

- A. When a vacancy occurs on the Executive Board the remaining members shall fill the vacancy by appointment until the next regular election at which time a person will be elected to fill the unexpired term.
- B. Not later than thirty (30) days prior to the Governing Board of Directors meeting held during the third or fourth quarter of the school year the President of the Executive Board shall appoint a committee of three members of the Governing Board of Directors not serving on the Executive Board to submit a list of candidates to serve on the Executive Board. This list will be submitted to the member districts thirty days prior to the third or fourth quarter meeting of the Governing Board of Directors.
- C. Following the installation of the new members at the first regularly scheduled meeting of the Executive Board in July, a President, Vice President and Secretary shall be elected by the Executive Board members.

Volunteers to serve on the Nominating Committee for the March Executive Board election are sought at this meeting.

Terms expiring in June of 2021:

- Mr. Bryan Millard, Riley School District 18 Board Member
- Ms. Karen Parks, Harrison School District 36 Board Member





## SPECIAL EDUCATION DISTRICT OF MCHENRY COUNTY

BOARD OF DIRECTORS MEETING

WEDNESDAY, AUGUST 12, 2020

### For Information

**Subject:** Executive Director's Annual Report

S.E.D.O.M. continues to enhance its approach to meet the need of its member districts. With the recent events associate with COVID-19, SEDOM will ensure it has the flexibility and responsiveness to meet our member district's needs. SEDOM will adopt the continued areas of focus and goals as expressed at the August of 2019 Governing Board of Directors Meeting due to the impact of COVID-19 on our ability to serve our member districts.

### Executive Director's 2020-21 Area of Focus

- Enhancement and development of the SEDOM communications plan
- Increasing opportunities for county wide advocacy
- Exploration and review of current inter-district placement options
- Exploration and review of current private placement options within McHenry County and the surrounding area
- Review of student achievement data for students with disabilities across the member district
- Exploration of roles and structure of member district special education programs
- Continued exploration of use of data to support decisions effecting students with disabilities amongst member districts
- Attendance at 1 B.O.E. meeting for each member district during the 2020-21 SY
- Increase knowledge of current financial systems and procedures utilized by SEDOM
- Continued collaboration with the Northern Illinois Roundtable, Illinois Association for Administrators of Special Education, Council for Exceptional Children, Illinois STEP Advisory Council, Illinois Association of School Business Officials
- Exploration of current models and practices associated with specialized student transportation
- Exploration of structures and services featured within current special education cooperatives
- Continued and increased attendance at SEDOM Professional Development Events
- Continued development of a shared vision for SEDOM, constructed through dialogue with all stakeholders
- Continued exploration of member district special education programs
- Construction of a stakeholder approved strategic plan

## **DEVELOPMENT OF BOARD GOALS 2020-21**

Annually the Executive Board adopts goals to guide the direction and work of the cooperative. The goals support the SEDOM Vision and Mission and are related to the function of the cooperative as outlined in the Articles of Joint Agreement. The board will revisit its projected goals at its August 26, 2019 Executive Board Meeting

- Vision: Champion for Every child
- Mission: Dedicated to helping children and young adults (ages 3-21) develop their individual potential by facilitating specialized educational services and programs in collaboration with member school districts.

Under the Revised Articles of Joint Agreement, Article 1, Section 2 states the following regarding the functions of SEDOM

- SEDOM shall function as a service agent of each of its member districts. SEDOM shall encourage, coordinate, direct, operate, monitor and/or supervise a comprehensive program of the delivery of special education programs and other needed services for children with disabilities. SEDOM shall perform or carry out specialized education functions as authorized by the Illinois School Code, the Governing and Executive Boards, and its Member Districts.

The following goals and related activities in support of the vision and mission and related to the function of SEDOM as outlined in the Articles of Joint Agreement have been recently discussed by the Executive Board and are scheduled to be reviewed at the August 27<sup>th</sup> meeting of the Executive Board. Feedback regarding the goals is welcomed.

1. Enhance local capacity for meeting the needs of unique learners.

Activities:

- Quarterly networking meetings for related and itinerant services
- Schedule of county wide professional development identified in the FY19 needs assessment
- Provide training at the local district level as requested
- Increase opportunities for coaching based support

2. Provide resources to support local initiatives.

Activities:

- Maintain a lending library of specialized equipment and testing materials
- Provide CPI training as requested by districts
- Respond to requests for resources, consultation and technical assistance

- Provide access to supervision in specialized areas of educational services
3. Ensure a meaningful relationship between SEDOM and its member districts.

Activities:

- Maintain regular communication with the Executive Board, Superintendents and PPS Directors/Coordinators regarding legal, procedural and reporting requirements
- Maintain regular communication with the Executive Board, Superintendents and PPS Directors/Coordinators regarding fiscal, facility and educational services information

4. Provide responsible direction and planning for the future of the organization

Activities:

- Continue to monitor the implementation of the restructure of SEDOM
- Develop a framework for communication with member and non-member districts in McHenry County regarding potential areas of mutual collaboration
- Explore the need for future program development in collaboration with member district

SEDOM will provide itinerant and related services for the 2020-21 school year. This includes hearing, orientation and mobility, behavior consultation, autism consultation, occupational therapy and physical therapy. Services will also be contracted to the School of Expressive Arts and Learning.

The Diagnostic Center will continue to provide audiological services along with other diagnostic and assessment services as requested by member districts. A full list of diagnostic services follows this report. Support in accessing diagnostic services not offered through the Diagnostic Center will be provided.

In the areas of professional development, access to consultation and quarterly network meetings will continue to be provided in the areas of psychology, social work, speech and language, occupational and physical therapy, vision and hearing. Crisis Prevention Intervention (CPI) trainers are now available through SEDOM for districts who do not have their own trainers. Districts may request local training on other topics as needed. County-wide professional development topics for 2020-21 include:

- Legal Updates
- Role and Responsibilities of working as a Para
- Social Emotional Learning
- Trauma Informed Practices
- Transition Program Planning
- Data Driven Instruction
- CPI Beginner and Refresher Course 4X Per Year
- Fall and Winter Administrative Academies

## Areas of Focus:

- Review our current marketing and delivery of professional development
- Review feedback infrastructure to ensure high quality service to member districts
- Development of a framework for a focused conversation and dialogue to support the FY21 Needs Assessment

## **SEDOM DIAGNOSTIC CENTER**

### **GLOSSARY OF SERVICES**

#### **ASSISTIVE TECHNOLOGY SERVICES**

##### **Assistive Technology Evaluation (Ages 3-21)**

The Assistive Technology Team (ATT) is a team of professionals made up of Speech Pathologists, Occupational Therapists, and/or Physical Therapists. The AT Team is designed to support educational teams in determining and integrating assistive technology into student curriculum as appropriate. Collaboration may be ongoing based on a number of factors, such as the receiving team's level of technological competence, the availability of the necessary technology, or the students' changing needs. IEP teams are required to consider each student's assistive technology needs.

##### **Assistive Technology Services (Ages 3-21)**

After an Assistive Technology Evaluation is completed, services can be requested for device assistance or training. Services will be provided to support staff. No direct student contact, thus no parent signature required.

#### **AUDIOLOGICAL SERVICES**

##### **Audiological Evaluation (Ages Birth-21)**

Children can be seen for a comprehensive audiological evaluation of hearing sensitivity, word recognition, speech perception, and middle ear functioning. Age and developmentally appropriate test procedures will be conducted within a soundproof booth by pediatric audiologists. The evaluation will identify any hearing difficulty that may be negatively impacting a child's developmental or learning potential. Recommendations may include further follow-up such as medical referral, educational strategies and support, hearing aid and/or hearing assistive technology (FM unit) assessment, educational monitoring through the SEDOM Educational Audiological Review (EAR) Team, speech and language assessment, and/or counseling.

##### **Auditory Processing Screening (7-18)**

An auditory processing disorder (APD) is a weakness in the processing of information that is auditory specific. An Auditory Processing Disorder may negatively impact a child's ability to hear, listen, follow directions and learn in the classroom. The goal of the auditory processing evaluation is to define your child's auditory processing strengths and weaknesses, in order to implement a set of remediation strategies to improve their auditory and listening behaviors. Through the APD Screening process, a child may be referred for an Auditory Processing Evaluation by his/her educational team and in agreement with the parents as part of a multidisciplinary review of the listening and learning abilities and behaviors in the classroom.

##### **Auditory Processing Evaluation (Ages 7-18)**

Recommended through the Auditory Processing Screening process. The Auditory Processing Evaluation is a series of tests selected to assess the function and integrity of specific auditory processing skills. The

selected tests are appropriate for a child's age, developmental level and language capabilities. The tests are also selected to target specific areas of concern demonstrated by the child's auditory and listening behaviors, multi-disciplinary evaluation and referral history.

### **FM Evaluation/Trial (Ages 3-21)**

Children with documented hearing, listening and/or learning problems may benefit from the use of an FM system in the classroom. The FM unit provides for wireless transmission of the teacher's voice to the student's ear via a personal ear level receiver or receiver attached to a child's hearing aid or cochlear implant processor. The FM system can counteract many of the negative factors that degrade speech understanding within a classroom, such as soft-spoken speech, speech from a distance and speech in the presence of competing background noise and reverberation. The determination of need as well as the selection, fitting and performance verification of the FM system can be assessed and coordinated through the SEDOM Audiology Department.

## **AUTISM SERVICES**

### **Autism Consultation/Observation (Ages 3-21)**

An Autism Consultant will assist in supporting students with autism and related autism spectrum disorders. No direct service will be provided. When consulting, a student observation will be directly followed by verbal and written recommendations for the referring party. Recommendations may include instructional techniques, adaptations and modifications, behavioral strategies, and program service delivery systems. Follow up consultations may be scheduled as needed.

### **Autism Evaluation (Ages 3-21)**

A multidisciplinary team, using the Autism Diagnostic Observation System (ADOS) can evaluate children and provide an initial diagnosis on the autism spectrum; in-depth information regarding the child's strengths and weaknesses for educational programming for children already diagnosed with Autism can also be provided.

## **BEHAVIORAL SERVICES**

### **Behavior Analysis/Consultation (Ages 3-21)**

A Behavior Consultant will assist in developing positive behavior supports for the purpose of providing a safe and effective educational environment for students with challenging behaviors. In addition to positive supports, recommendations may also include suggestions regarding function of behavior, data collection, and need for additional assessment. When consulting, a student observation will be directly followed by verbal and written recommendations for the referring party. Follow up consultations may be scheduled as needed.

### **Crisis Prevention Intervention Training**

*Nonviolent Crisis Intervention®* Training is provided by certified trainers. The core training program equips staff with proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage. The second day of training expands on crisis intervention methods to include the study and practice of holding skills. These skills are taught to be used as a last resort when an individual becomes an immediate danger to self or others.

## **BILINGUAL SERVICES**

### **Bilingual Academic/Language Needs Assessment (Ages 3-21)**

*Academic Assessment* is a complete assessment of academic skills in English and Spanish. This assessment would help to determine strengths and weaknesses of a student and provide recommendations for possible areas of need and academic instruction/modification.

*Language Assessment* involves completion of the Language Survey, an articulation screening, interview with the parents and/or student to determine if a more comprehensive Bilingual Speech and Language Evaluation is needed.

**Bilingual Consultation (Ages 3-21)**

Meetings with staff to discuss concerns with English Language Learners. Consultation regarding learning styles, second language acquisition, academic skill development, modifications and interventions. Can provide staff with information regarding how to use and understand ACCESS information. Can provide CBM data and review classroom interventions and MTSS issues.

**Bilingual Home/School Services (Ages 3-21)**

Provides assistance with home and school issues to increase communication with Spanish speaking families. Possible services would be attending parent meetings, home visits, interviewing parents and/or students regarding academic/behavioral concerns, academic programming/instruction and student needs.

**Bilingual Psychological Evaluation (Ages 3-21)**

A comprehensive case study evaluation covering the components that are determined by the District's Domain meeting. Evaluation includes an interview with the student and parent/s, collection of teacher reports, file review, social history and classroom observation. Based on the Domain meeting, the evaluation may also include a cognitive evaluation, academic evaluation, language assessment, visual-motor assessment and/or social/emotional assessments. Assessments can be completed in English and/or Spanish depending on student's language needs and academic instruction. Upon completion of assessments, attendance at IEP meeting would be included and a written report provided. Attendance at the Domain meeting is also possible.

**Bilingual Speech/Language Screening (Ages 3-21)**

Completion of the Language Survey, an articulation screening; along with an interview with the parents and/or student to determine if a more comprehensive Bilingual Speech and Language Evaluation is needed.

**Bilingual Translations/Interpretation**

Translation of District forms, paperwork, letters that are necessary to communicate information to Spanish speaking families. Providing interpreting services for family meetings, parent conferences, district special education meeting, or any form of communication needed to share information with Spanish speaking families.

**FUNCTIONAL DRIVING SERVICES**

**Functional Driver Evaluation (Ages 15-21)**

Students with physical and/or cognitive disabilities will be evaluated for potential driving; will also receive recommendations for equipment and services. Conducted by a Certified Driver Rehabilitation Specialist/Certified Driving Instructor.

**Functional Driver Services (Ages 15-21)**

Driver training with or without adaptive equipment (prior evaluation necessary). Behind the wheel instruction is specifically designed for each client's needs. Also offers a 9 hour behind the wheel course for those students under 18 years of age that have completed classroom instruction, and are in need of specialized driver training.

**VISION SERVICES**

**Functional Vision Assessment (Ages 3-21)**

Assessment of child's residual vision within a variety of settings and situations to determine whether or not their vision difficulties adversely affect learning. (The child must have an identified visual deficiency.) Visual impairment is defined as an impairment in vision that, even with correction, adversely affects a child's educational performance (includes both partial sight and blindness).

### **Vision Evaluation/Examination (Monthly Clinic) (Ages 3-21)**

Children who have failed a vision screening can be evaluated by an optometrist for ocular muscle balance, refraction and visual acuity. A prescription for corrective lens may be made.

## **MOBILITY SERVICES**

### **Orientation and Mobility Evaluation (Ages 3-21)**

An Orientation & Mobility Specialist evaluates the independent travel skill of visually impaired students within the home and educational environments. Children may be referred through the Functional Vision Evaluation process. (Not all visually impaired students require an O & M Assessment).

### **Seating and Mobility Clinics (Ages 3-21)**

To determine a student's need for a new seating/mobility device or repair/adjust an existing device. The student will be seen by a school OT or PT and the equipment vendor (parents are welcome to attend). The student's teacher and other educational team members will provide input. The purchase cost and maintenance of the device are the responsibility of the student's parent/guardian. A letter of medical necessity will be written by the team therapist to assist the parent/guardian in procuring funding for the needed equipment and/or adjustments.

## **OTHER DIAGNOSTIC SERVICES**

### **Transition to Adulthood Program (TAP) (Ages 16 – 24)**

A program developed to help transitional age youth (ages 16-24) with severe mental health challenges to remain at home with their families or to live independently. The program will assist the young person to identify, access, and use formal and informal community resources and supports to achieve their goals. Supports can include not only mental health services but also social, religious and cultural organizations and other natural community supports. The program embraces a community-based case management approach that focuses on empowering transitional age youth to learn to overcome challenges, instill hope for recovery and build resiliency which would enable them to more effectively address and meet future struggles.

### **Independent Evaluations**

- Psychological Evaluation, Social Developmental Study (SDS), Speech Language Evaluation, Occupational Therapy Evaluation, Physical Therapy Evaluation