



**RIVER
FOREST
PUBLIC
SCHOOLS**

**Administration Building
7776 Lake Street
River Forest, Illinois
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**COMMITTEE OF THE WHOLE MEETING
Roosevelt Middle School Library Learning Center
October 1, 2013
7:00 p.m.**

A G E N D A

- I. Call Meeting to Order/Roll Call**
- II. Recognize Visitors and Invite Comments from the Public¹**
- III. Approval of Agenda**
- IV. Education Committee, Anne Gottlieb, Chair**
 - 1. D90 ISAT Presentation Martha Ryan-Toye
 - 2. 504 and IEP Compliance Karen Boozell
- V. Public Comments¹**
- VI. Adjournment**

¹ Public comments on non-agenda items are subject to the following provisions: Each speaker should stand and provide his or her name and home address for the minutes. Each speaker will then be given three minutes to speak. The speaker will be notified when the time limit is reached. At this time, speakers should promptly finish the thought and be seated. Please note: The Board uses this time to listen to community questions and concerns, but will not respond immediately to individual requests and cannot take formal action on non-agenda items. Please include any specific request for action or response in the three minute talk and appropriate contact information for follow up, if applicable.

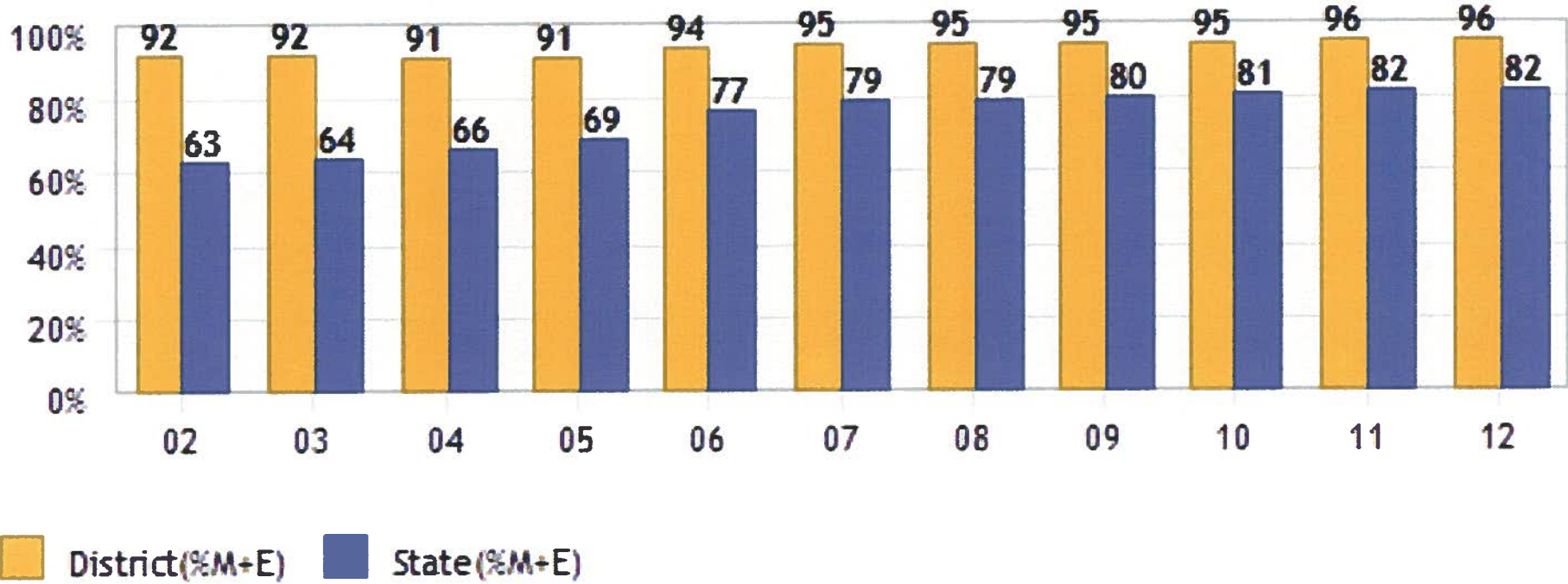
River Forest School District 90

**ISAT Data Review
Committee of the Whole
October 1, 2013**

○ All Tests ● ISAT ○ IAA

RIVER FOREST SD 90

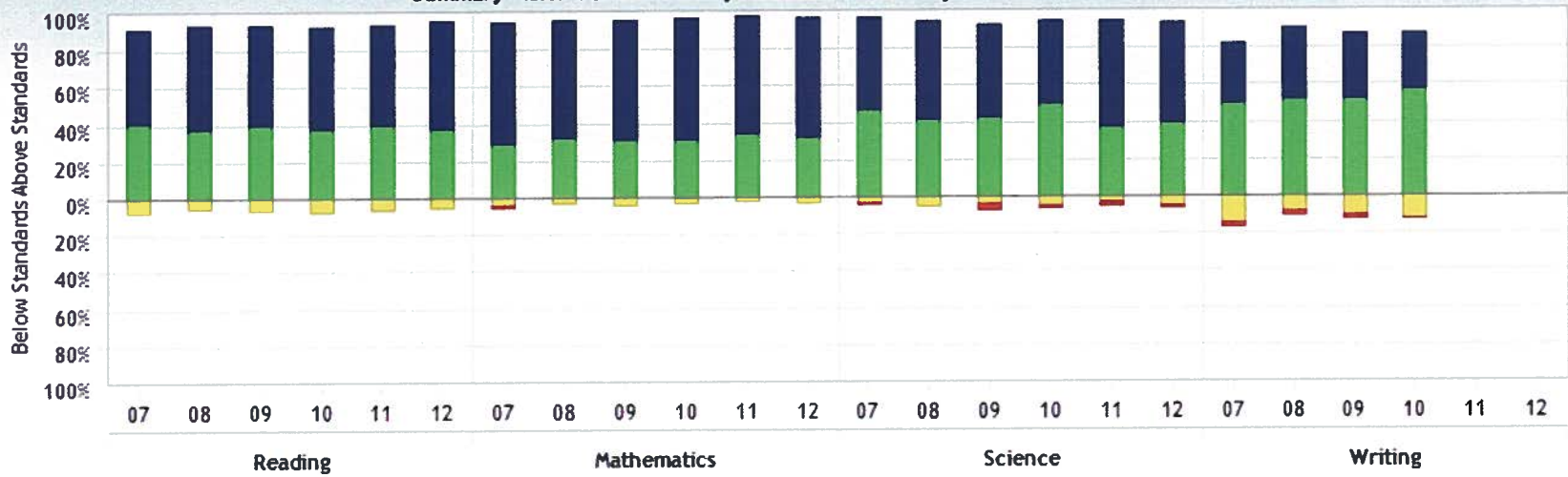
Composite Percent Meets and Exceeds - ISAT Assessment





RIVER FOREST SD 90

Summary - ISAT Performance By All Students - All Subjects 2007-12



Percent of Students at Each Level

	Reading						Mathematics						Science						Writing					
Meets & Exceeds	93	94	94	93	94	95	96	96	96	97	97	97	96	95	93	94	95	94	83	90	88	87	-	-
Exceeds	51	56	54	55	54	59	66	64	65	66	64	65	50	53	50	45	57	54	32	39	36	31	-	-
Meets	41	38	40	38	40	37	29	32	31	31	34	32	47	42	43	50	38	40	50	52	52	57	-	-
Below	7	5	6	7	6	5	4	3	4	3	2	3	3	5	4	5	3	5	15	8	10	12	-	-
Warning	0	0	0	0	0	0	1	0	0	0	0	0	1	0	3	1	2	1	2	2	2	1	-	-

Number of Students Tested

(N)*	936	919	924	899	921	925	936	918	926	899	923	923	320	311	297	320	288	318	317	466	621	577	-	-
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ISAT 2013: Change in “Practice as Usual”

- Illinois established new “cut scores” (scores needed to attain the designated levels of proficiency: exceeds standards, meeting standards, below standards, academic warning)
- District 90 AYP-ever increasing threshold from 77.5% (2010) to 95% (2013)
- 2013-2014 Target is 100% of students meeting and exceeding standards

2013 Old/New ISAT Cut-Scores, RF District 90

Meets/Exceeds Passing Percentiles (Rounded)

Grade	Reading		Change	Math		Change
	Old	New		Old	New	
3	94	84	-10	99	87	-12
4	95	87	-8	96	88	-8
5	88	80	-8	92	78	-14
6	99	87	-12	98	92	-6
7	93	88	-5	96	89	-7
8	99	88	-11	95	85	-10
Average D90 decline for all subjects, grades tested:						-9%
"Old" D90 Average: 95%			"New" D90 Average: 86%			

Why the New Cut Scores?

- **Emphasis on College and Career Readiness**
- **Anticipation of PARCC performance/rigor of the Common Core**
- **Experience of other states**

Important Considerations

- ISAT 2012-2013: One data point for students in District 90
- ISAT 2013: 20% Common Core items added
- ISAT 2014: Anticipated to include 100% Common Core items

- “Illinois State Superintendent of Education, Christopher Koch, “By raising performance expectations on ISATs, we are seeing a drop in the 2013 test scores for elementary students and schools. This does not mean that students know less or that teachers don’t provide good instruction, but it does give us an earlier indication of where students perform in terms of college and career readiness.”

Next Steps

- What does this data show us and what can we expect moving forward?
- Continue implementation of Common Core State Standards: ISAT 2014 (100% aligned to Common Core)
- 2014-2015 PARCC Assessment: Partial Field Testing, Spring 2014
- Continue emphasis on student growth/data analysis: Response to Intervention, Group Problem Solving, students in need of support, students in need of challenge.

Steps Toward Continued Growth

- Careful student and test item analysis
- Supported, collaborative practices in transition to Common Core (instructional specialists, professional development)
- Emphasis on student growth (ISAT, MAP, Aimsweb, classroom based assessments)

District 90 Assets Supporting Student Achievement

- District 90 student achievement - balance of data, whole child and looking to the “right data”
- Emphasis on teaching and learning leading to student growth
- High quality instruction provided by dedicated and professional faculty and staff
- Long tradition of excellence in education

Questions?

Thank You

Section 504 and IEP Compliance Procedures

District 90
October 1, 2013

Section 504 Staff Contacts

- Lincoln - Pam Hyde, Kacie Bair, Erin Godellas
- Roosevelt - Larry Garstki, Tina Steketee, Jacki Krygowski and Gina Hardy
- Willard - Merryl Brownlow, Kacie Bair and Kathy Quaid
- District - Karen Boozell, Martha Ryan-Toye and Courtney Orcholski

Special Education Contacts

- Karen Boozell - District Special Education Director
- Kacie Bair - Lincoln/Willard Team Facilitator
- Jacki Krygowski - Roosevelt Team Facilitator
- David Gauthier - Parochial/District Team Facilitator
- Courtney Orcholski - District Psychologist

Individual Health Care Plans (IHCP)



- Health plans address what services the school nurse will provide for the child.

Diabetes and Asthma

If the school has a student with diabetes, the staff participates in annual diabetes training.

If a student has asthma, the nurse will share the health plan with the child's teachers.

Section 504 of the Rehabilitation Act of 1973

- Section 504 is a civil rights law that prohibits discrimination against otherwise qualified individuals with disabilities on the basis of disability.



IDEA - Individuals with Disabilities Education Act

- “IDEA” is the federal law that governs the provision of a free appropriate public education (“FAPE”) to eligible children with disabilities.
- “IDEIA” - Individuals with Disabilities Education Improvement Act

504 Definition of a Disability

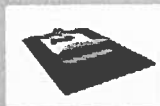
- “Any person who has a physical or mental impairment which substantially limits one or more major life activities.
- Has a record of such an impairment, or
- is regarded as having such an impairment.”

504 Physical or Mental Impairment

- Substantially limits
- Major life activities
- Has a record of such impairment
- Is regarded as having such an impairment

Identification and Evaluation

- Child Find Obligation
Districts have an affirmative duty to seek out students who may be eligible for a 504 or IEP plan.
- Referrals may come from parents, problem solving teams or intervention teams.



Evaluation

- Evaluation data could include: Grades, Disciplinary referrals, Health information, Teacher comments, Standardized test scores, Language surveys, Parent information and Formal testing
- “Evaluation” does not necessarily mean “test”

Reevaluation

- Section 504 requires a comprehensive reevaluation “periodically” for each student.
- Districts are considered to be in compliance if they complete 504 and IEP reevaluations every three years.



District 90 504 Procedures

- Every student with a 504 plan has a case manager.
- At the beginning of the year, the case manager will share the 504 plan with the child's teachers/team. Accommodations need to be provided on the first day of school.
- An annual 504 meeting will be scheduled.
- A reevaluation will be scheduled every 3 years.

Field Trips

- Section 504 students must be provided an equal opportunity to participate in field trips.
- The 504 plan shall include any services, accommodations, and/or services needed to help the student participate in field trips.
- If the student is not able to participate, an alternative trip or activity should be planned.

After School Activities

- District staff must take reasonable precautions and supervise the extracurricular activities disabled students participate in, including informing the supervisors of the activity or risks related to their disabilities and having plans to protect from such risks.
- Participation in Athletics

Some students might have a 504 and IHCP, depending on their needs and/or their condition.

Health plans address what services the school nurse will provide for the child.

For some students, continuing with a health plan only may not be sufficient if a student needs or is believed to need accommodations, special education or related services because of his/her disability.

District 90 IEP Procedures

- Every student with an IEP has a case manager
- At the beginning of the year, the case manager will share the IEP plan with the child's team.
- An annual review will be scheduled at least once a year. A general education teacher, and other members of the child's team will be invited to the meeting.

IEP procedures continued

- Every three years (or in some cases earlier), a reevaluation meeting will be scheduled to review student eligibility.
- The "IEP Team" includes (but is not limited to) the parents of a child with a disability, at least one regular education teacher, at least one special education teacher, and a LEA representative.
- The purpose of the IEP is to prepare for Further Education, Employment and Independent Living.
- All staff members who work with a student are responsible for implementing services in a child's IEP.



Least Restrictive Environment

- **IDEA** - To the maximum extent appropriate, students with disabilities must be educated with non-disabled peers.
- Special classes, separate schooling or other removal of students with disabilities from regular education may occur only if the nature or severity of a student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- A school district must make a full continuum of placement alternatives to students with disabilities.



Least Restrictive Environment

- Section 504 - The LRE is the setting that allows a student with a disability to be educated with his or her non-disabled peers to the maximum extent appropriate to meet the individual needs of the child.
- As under the IDEA, a more restrictive placement is only appropriate if the child cannot be educated satisfactorily in the regular classroom with supplementary aids and services.



Thank you!

Questions?