



LINCOLNSHIRE – PRAIRIE VIEW SCHOOL DISTRICT 103

1370 N. Riverwoods Road • Lincolnshire, Illinois 60069

847/295-4030 • FAX 847/295-9196

<http://www.d103.org>

BOARD OF EDUCATION AGENDA

AUGUST 11, 2015

The Committee of the Whole Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Tuesday, August 11, 2015 at 7:00 PM in the Learning Center of Daniel Wright Junior High School, 1370 N. Riverwoods Road, Lincolnshire, Illinois.

A. Call to Order and Roll Call

Time: 1 hour 30 minutes

B. Pledge of Allegiance

C. Community Participation

D. Discussion Items

Time: 1 Hour

1. Title I Plan

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2. Opening Events for the 2015-2016 School Year

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3. Staffing Update

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4. Facilities Update

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E. Community Participation

F. Executive Session

Time: 30 minutes

G. Adjournment



Lincolnshire – Prairie View School District 103

1370 RIVERWOODS ROAD

LINCOLNSHIRE, IL 60069

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Memo

To: Board of Education
From: Katie Reynolds
CC: Dr. Scott Warren
Date: July 20, 2015
Re: Title I Plan

As required by No Child Left behind act, all districts that receive Title I money are required to have a Title I District Plan on file with the Illinois State Board of Education.

District 103 originally submitted a Title I Plan in February, 2007. During the 2014-2015 School year, Judy Frank-Gonwa worked with a committee of reading and math interventionists to revise the district plan to more accurately reflect the districts intervention model and assessments information.

Attached you will find a copy of the original plan and recommended revisions. Wording the committee would like to remove has a strikethrough and language the committee would like to add is in red.

Please review the recommended changes and email me with any questions. The board will be asked to approve this plan at the August 25, 2015 meeting.

LINCOLNSHIRE-PRAIRIEVIEW SD 103

Title I District Plan

Board Approval Date:	
Plan Submission Date & Ref No:	
ISBE Monitoring Date:	ISBE Monitoring Not Started.

LINCOLNSHIRE-PRAIRIEVIEW SD 103

PRELIMINARY INFORMATION

District Information

RCDT Code Number : 3404910300000

District Name: LINCOLNSHIRE-PRAIRIEVIEW SD 103

Superintendent: Dr Scott Warren

District Address: 1370 RIVERWOODS RD

Telephone # : 847-295-4030

City/State/Zip: LINCOLNSHIRE, IL 60069 2402

Email : swarren@d103.org

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Is this for a Title III district that did not meet AMAO? No

LINCOLNSHIRE-PRAIRIEVIEW SD 103

Section I-A. Additional Academic Assessments

Part A - Additional Academic Assessments

Describe student academic assessments, if any, that are in addition to state academic assessments used:

- 1. To determine the success of children in meeting standards and to provide information on the progress towards meeting standards.**
- 2. To assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children to meet standards and do well in the local curriculum.**
- 3. To determine what revisions are needed to projects so that such children meet state standards.**
- 4. To identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of instructional reading assessments.**

District 103 monitors progress all students, K-8, on a number of different assessments. These assessments are used to determine students who may not meet state standards and/or district benchmarks.

Students in grades **K-4** are given assessments **as a tool for progress monitoring** at the beginning, middle, and end of the year in reading and mathematics to determine progress toward district benchmarks. **Students at Daniel Wright School are given benchmark assessments on a quarterly basis. All benchmarks align with Federal and State expectations.** ~~Students in grades 5-8 are also assessed in reading, writing, and mathematics, although these assessments are given at the beginning of the year and used to inform instruction. Additionally, students in grades K-2 are given either the Dynamic Indicators of Basic Early Literacy (DIBELS) and/or the Illinois Snapshot of Early Literacy (ISEL)~~ **Local assessments, both formative and summative, are used** to aid teachers in identifying students who made need additional support in reading.

The Measures of Academic Progress (MAP) is given to all students in grades **2-8** in the areas of reading and mathematics. The subgroups of math and reading in MAP are aligned to state standards and allow staff members to determine in which areas students are experiencing problems. The data can be used to form flexible groups to reinforce skills or reteach important concepts. One feature of the test allows the district to determine whether or not it is likely that a student will not meet standards on ~~ISAT~~ **state mandated assessments**. The District uses this information to determine trends and patterns, as well as to identify students who may need assistance in order to meet district benchmarks.

Students who need additional assistance in reading **literacy and mathematics** may receive that help through a reading specialist, ~~as one is housed in each of the District's three buildings~~ **an interventionist in the building.**

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Section I-B. Other Academic Indicators

Part B - Other Academic Indicators

Describe any other indicators that the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any.

Teachers use assessments from their the reading series to assist them in identifying student learning deficiencies. Topic tests in mathematics are Teachers also used to inform instruction. Benchmark assessments at the K-8 level in ELA and math as well as common formative assessments are examined to determine if the students are meeting AYP. State and local rubrics, checklists, and anchor papers are used to help students understand whether or not their work meets State standards and/or classroom and district norms.

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Section I-C. Educational Assistance to Students

Part C - Educational Assistance to Students

Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.

After determining that a student does not meet State standards **which are reflective of CCSS**, the District aids the student in a number of ways. First, individual classroom teachers provide additional ~~instructional time~~ **Tier 1 intervention** for the student in the area of need. If that does not rectify the deficiency, then the student's need may be brought to the ~~Referral and Intervention Team (RIT)~~ **Pupil Services Team (PST)** for discussion. This team assists in deciding the next course of action, which may include working with the ~~reading specialist~~ **Interventionist** on specific skill development, or grouping the student with others who share his or her need and delivering additional instruction. During **this** flexible grouping, the additional services may also be administered by a classroom teacher. **All student progress is regularly monitored by a grade level/building Data Team. If a student does not meet benchmarks, the following will happen: Tier 1 support. If benchmarking indicates that more support is needed, Tier 2 services are offered. Tier 1 intervention may continue as well. Between dta meetings, intervention can be provided or adjusted. Tier 3 services would occur after determination is made by the PST and parents.**

Some students who do not meet State standards are already receiving additional services by special education teachers.

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Section I-D. Professional Development for Teachers and Principals

Part D - Professional Development for Teachers and Principals

Describe how the district will coordinate programs under Title I and Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including district level staff.

Title I and Title II are planned and coordinated to complement one another and offer staff the opportunity to participate in staff development that will continue to build their professional instructional skills. Much of Title II is allocated to providing substitutes so that staff members can attend professional development opportunities. Title I helps to fund curriculum workshops, especially during the summer, so that teachers can focus on improving instructional techniques and implementing the latest research to improve student achievement. The District is working to provide many opportunities for staff to learn and understand the impact that Response to Intervention will have on their instructional program, especially in the area of data-driven decision making. We are specifically working on improving our reading and mathematics instruction with Title I funds.

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LINCOLNSHIRE-PRAIRIEVIEW SD 103

Section I-E. Coordination with Other Education Services

Part E - Coordination with Other Education Services

Describe how the district will coordinate and integrate services provided with other education services such as:

- 1. Even Start, Head Start, Reading First, Early Reading First and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and**
- 2. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.**

The District integrates children from preschool programs into the program at Sprague School, our K-2 building, as appropriate. Our ELL services, special education, and other students at risk are integrated into the regular education curriculum with support. Our reading program has an ELL component, and classroom teachers work with special education teachers and ELL teachers to provide the appropriate modifications and accommodations for students. They also co-plan lessons so that instruction is cohesive and coherent and all students have educational experiences that are equitable.

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Section I-F. Poverty Criteria

Part F - Poverty Criteria

Describe the poverty criteria that will be used to select school attendance areas.

The District uses free and reduced lunch to identify students for Title I count. The District is exempt from ranking attendance centers since we only have one school per grade span. Sprague houses students in grades K-2; Half Day houses students in grades 3-4; and Daniel Wright houses students in grades 5-8.

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Section I-G. Children in Need of Services

Part G - Children in Need of Services

Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools will identify the eligible children most in need of services.

Students are identified through data from MAP, ISAT, PARCC and classroom assessments. The District considers more than one data point when making important educational decisions about services for a child. **Those children not meeting benchmarks will be identified through a data review conducted by the Data Team with areas of need identified in this process.** After a student is identified as needing additional support, **a plan is developed by classroom teacher(s) and the interventionist.** ~~the Referral and Intervention Team (RIT) of parents, teachers, and administrators develops a plan with interventions targeted to a child's specific area of need.~~ The interventions are documented with planned follow-up put into place. Monitoring progress becomes an integral part of the plan. The team uses the progress monitoring data to determine the next steps required in meeting the child's needs.

Interventionists participate in the Parent/Teacher conferences. At specific points during the year, progress reports are completed by the interventionists.

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Section I-H. Programs and Educational Services

Part H - Programs and Educational Services

Describe the school-wide and/or targeted assistance programs to be conducted in the district's schools and where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs.

Does not apply at this time.

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Section I-I. Services for Migratory Children

Part I - Services for Migratory Children

Describe how the district will ensure that migratory children and formerly migratory children who are eligible to receive services are selected to receive such services on the same basis as other children who are selected to receive services under Title I.

Does not apply at this time.

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Section I-J. Support for Preschool Programs

Part J - Support for Preschool Programs

Describe how the district will use funds under Title I to support preschool programs such as Early Reading First, Head Start, Even Start.

Does not apply at this time. The District does not currently operate any preschool programs.

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Section I-K. District Actions for Schools Not Making AYP

Part K - District Actions for Schools Not Making AYP

Describe the actions of the district for its schools who do not make AYP.

Does not apply at this time.

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Section I-L. School Choice and Supplemental Services

Part L - School Choice and Supplemental Services

Describe how the district plans to implement, if necessary, public school choice and supplemental services.

Does not apply at this time.

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Section I-M. Highly Qualified Teachers

Part M - Highly Qualified Teachers

Describe the steps the district has taken or will take to ensure that all teachers and paraprofessionals in the district are highly qualified.

Each staff members' credentials were examined to determine if they met the criteria for "highly qualified." For some staff, HOUSSE points were used, while most staff members were "highly qualified" based upon their certification. As vacancies occur, only applicants who have the proper credentials and certification are interviewed. Additionally, all paraprofessionals in the district are also considered "highly qualified," most through testing. The District completed a Compliance Visit in April and all appropriate policies and procedures are in place.

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Section I-N. Services for Homeless Children

Part N - Services for Homeless Children

Describe the services the district provides to homeless children.

At this time the District has no homeless children.

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Section I-O. Parent Involvement Strategies

Part O - Parent Involvement Strategies

Describe how the district implements effective parent involvement strategies.

The District has many opportunities for parent involvement. The District holds two parent/teacher conferences during the school year, one in ~~November~~ **the fall** and a second in ~~February~~ **the early spring**. Additionally, parents are encouraged to contact their child's teacher at any time during the school year with any comment or concern they may have. Teachers are also encouraged ~~and do call~~ **to contact** parents when they notice something which should be brought to the parents' attention. **Collaborative communication between school and home is ongoing and numerous opportunities are provided to parents for this to occur.** Curriculum Nights are held in the fall for each grade level, and Open House/Portfolio Nights are held in the spring. Transition Nights are also held for parents whose children are moving from one school to the other. Parents are involved in Parent Advisory Committees, PTO, Volunteer Council **support in school**, Cultural Arts programs, and **fund raising activities**. ~~the Organization of Music Maker's Parents (OOMPA). Parents and community members are also support financial and communication efforts through their participation in the Citizens' Advisory Committees for Finance and Communications.~~

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Section I–P. After School, Before School, and Summer School Programs

Part P - After School, Before School, and Summer School Programs

Describe how the district uses funds under Title I to support after school, before school, and summer school programs.

Title I funds are used to support some summer school programs offered by the District. The District targets remedial reading and mathematics as areas for Title I funds. Students needing additional work over the summer to refine and hone their reading and mathematics skills are identified by their teacher, with parental input. They are invited to participate in the appropriate reading or math class to work on additional skills. Each student in a remedial class is given an assessment at the beginning of the summer session to determine their performance to district benchmarks. Students are also assessed through the four-week session to determine progress. Students are tested at the end of the summer session to determine overall growth.

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Section IV-A Local Board Action

DATE APPROVED by School Board : 2/11/2007

A. ASSURANCES

1. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under NCLB Section 411(b)(2) of the National Education Statistics Act of 1994.
2. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
3. Provide technical assistance and support to schoolwide programs.
4. Work in consultation with schools as the schools develop the schools' plans pursuant to NCLB, Section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to NCLB, Section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
5. Fulfill such agency's school improvement responsibilities under NCLB, Section 1116, including taking actions under paragraphs (7) and (8) of NCLB, Section 1116(b).
6. Provide services to eligible children attending private elementary schools and secondary schools in accordance with NCLB, Section 1120, and timely and meaningful consultation with private school officials regarding such services.
7. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
8. In the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under NCLB, Section 641A(a) of the Head Start Act.
9. Work in consultation with schools as the schools develop and implement their plans or activities under NCLB, Sections 1118 and 1119.

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Section IV-A Local Board Action

10. Comply with the requirements of NCLB, Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.
11. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999.
12. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under NCLB, Section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
13. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
14. Use the results of the student academic assessments required under NCLB, Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in NCLB, Section 1111(b)(3) within 12 years from the baseline year described in NCLB, Section 1111(b)(2)(E)(ii).
15. Ensure that the results from the academic assessments required under NCLB, Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
16. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with NCLB, Section 1111(b)(8)(D).
17. The district has a policy and procedure in place for the provision of public school choice.
18. The principal of each school operating a Targeted Assistance (NCLB, Section 1114) or Schoolwide Program (NCLB, Section 1115) shall annually attest in writing as to whether such school is in compliance with the requirements of NCLB, Section 1119, Qualifications for Teachers and Paraprofessionals. Copies of these attestations shall be maintained at the school and at the main office of the district and shall be available to any member of the general public on request.

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Section IV-A Local Board Action

B. SUPERINTENDENT'S CERTIFICATION

By submitting this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

Signature of LEA Superintendent



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: August 6, 2015
Re: Opening School Year Activities

Monday, August 10-11	New Teacher Orientation, 8:00-3:00 p.m., DW
Tuesday, August 11	Board of Education COW Meeting, 7:00 p.m., DW
Thursday, August 13	HD New Family Night, 6:30-7:30 p.m.
Monday, August 17	Kindergarten Bus Orientation, 10:00-11:00 a.m. K-1 Ice Cream for Reading Celebration, 4:00-5:00 p.m. DW New Family Night, 6:30-7:45 p.m.
Tuesday, August 18	Opening Day for Staff 7:45-3:00
Wednesday, August 19	Teacher Institute Day. Meet the Teacher: 8:00-9:00 Grade 5 8:15-9:15 Grade 3 & 4 8:30-9:30 Grade 1 & 2
Thursday, August 20	First Day of School for Gr. 1-8. Half Day of School Early Dismissal DW 10:50am, SP/HD 12:05pm
Friday, August 21	First Full Day of School K-8 EC Classroom Visits 9:30-10:30
Monday, August 24	First Day of School for EC
Tuesday, August 25	Board of Education Meeting, 7:00 pm, DW
Wednesday, August 26	Community Engagement Meeting 2, 7:00 pm, DW

Curriculum Nights

Gr. 3-4	Monday, August 24 6:00-7:00pm Gr. 3, 7:15-8:15pm Gr. 4
Gr. 5-6	Thursday, August 27 6:30-8:00pm
Gr. 1	Monday, August 31 7:00-9:30pm
Gr. 7-8	Thursday, September 3 6:30-8:00pm
Gr. 2	Tuesday, September 8 7:00pm
KDG	Wednesday, September 9 7:00-9:00pm
EC	Thursday, September 10 7:00-9:00pm



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MEMO

TO: Board of Education and Dr. Warren, Superintendent
FROM: Julie Postma, Director Student Services, Dan Stanley, Assistant Superintendent for Business
DATE: September 11, 2015
RE: Staffing Update

In collaboration with the building administration and staff, the Student Services Department has been finalizing staffing needs. I would like to provide you with the following update.

Physical Therapist

During the 2014-2015 school year District 103 employed a physical therapist (PT), Brenda Day, as a 0.3 FTE employee. During the 2014 – 2015 school year, the PT services on IEPs increased and additional students were added to the PT caseload. The increased need for PT services is the result of two factors. There is a larger caseload, and there is the need for additional types of PT services for some of our students with physical needs. We now have students in all three buildings who require PT services beyond the typical 30 – 60 mn/week of direct therapy. These students' needs include not just direct therapy, but also consultative services to provide training for IEP team members, to ensure environments are physically accessible and to ensure that daily activities (e.g. academics, creative arts, lunch, recess) are accessible given the student's physical limitations. Ensuring the equipment these students use during the day is safe, correctly adjusted and provides the most appropriate access to the educational environment are also required services.

As a result of the increased need related to PT services, I would request an increase of 0.2 FTE.

Associates/Aides

Associates are used in a number of special education programs across the District. The current number of associates approved by the BOE in the Early Childhood and Guided program will meet the current needs of the students who are enrolled.

Associates are also used across our more inclusive special education programs. These associates support students across the educational environment. This support can begin as soon as a student departs from the bus until end of day departure. Currently there are twelve associates approved to meet these needs. In planning for next year, we found that the distribution of these associates changed across the three buildings due to the matriculation of students and changing student needs. As students matriculate through the grades the level of and type of support they need often changes. The changes may lead to an increase or a decrease in the actual number of associates that are required. One method to determine the actual number of associates needed is to essentially use raw numbers from the IEPs. A total number of minutes is generated and translated to a total number of staff members. The method we use in D103 requires a much more intensive analysis of the raw numbers to determine. It includes the following considerations:

- if students can be clustered and one associate can meet the needs of several students;
- how student and or associate schedules can be adjusted to help minimize the number of associates needed while still meeting student needs;
- the actual “hand scheduling” of students to maximize coverage by associates while meeting student needs.

As we scheduled students and staff, we determined that the twelve associates currently approved do not allow us to meet all the needs of the students who require support. There are several factors that contributed to this.

Primarily, two students who require one-to-one associates for safety reasons moved from part-time status to full-time status.

As a result of the increased support needed by associates, I would request an increase of 1.0 FTE in the category of special education associates. We will start the year by hiring 0.5 FTE of the 1.0 FTE and only hire the additional FTE if it becomes necessary. There remain a few students, who we currently don't have final decisions on district attendance, that make it difficult to determine an exact associate need. We are hopeful that we will have more information soon and determine if we need to hire the additional 0.5 FTE.

Summary

Increase of PT FTE from 0.3 FTE to 0.5 FTE = approximately \$20,000

Increase of 1.0 FTE Associate = approximately \$35,000



Lincolnshire-Prairie View School District 103

JOB DESCRIPTION PHYSICAL THERAPIST

Title: Physical Therapist

Reports To: Director of Student Services

Description:

- To assist with the development of underlying skills that are pre-requisites for academic learning and independence with school related activities of daily living.
- To ensure equipment related to physical access to the educational environment is safe, correctly adjusted and provides the most appropriate access to the educational environment.
- To assist with training and consultation to team members to ensure both physical and educational access.
- District wide position working with Early Childhood, Elementary & Junior High School students.

Qualifications:

- Current IL Licensure

Job Summary:

- Assess student's level of gross motor functioning and need for direct therapy and /or consultation using standardized and informal assessments and observation.
- Provide input to the team for developing individual education programs (IEPs) for therapy. Collaboratively write IEP's to address individual student needs and access to the educational environment.
- Create/select and implement therapy programs to meet IEP goals.
- Train personnel to implement gross-motor programs, strategies, and techniques aimed at improving student functioning and accessing the education environment.
- Monitor and evaluate therapy programs and physical therapy techniques using observation, data and/or pre-posting testing.
- Work cooperatively and communicate appropriately with teaching staff, support staff, parents, outside services, and health professionals (as appropriate/authorized).
- Monitor and report student performance and progress via written and verbal reports.
- Consultation to all IEP team members to ensure both physical and educational access.
- Complete required reports, IEP's and other forms promptly and in an acceptable manner.
- Attend and participate in team meetings and IEP meetings.
- Attend staff meetings in appropriate subgroups and serve on committees as directed.
- Perform other tasks and responsibilities assigned by the supervisor.
- Obtain and maintain current physician prescriptions.
- May include travel between schools.



**Lincolnshire-Prairie View School District 103
Administration Offices**

1370 RIVERWOODS ROAD • LINCOLNSHIRE, IL 60069
847/295-4030 • FAX 847/295-9196

**JOB DESCRIPTION
SPECIAL EDUCATION ASSOCIATE**

Reports To: Principal &/or Assistant Principal

Description:

Full-time special education teacher associate position working with students with mild to moderate impairments. Hours are Monday – Friday 8:40am to 3:40 pm on student attendance days.

Duties to Include:

- Assist in the preparation and delivery of the educational program for special education students under the direct supervision of the special education teacher, general education teacher and/or related service personnel.
- Support students within the special education setting and the general education setting.
- Maintain confidentiality regarding work with students.
- Demonstrate an ability to lift and position students (30-90 pounds) if assigned such duties.
- Ability to make minor decisions in accordance with established procedures of the classroom.
- Assist in the implementation of behavior management and sensory systems as established by the program and teacher.
- Participate in team meetings.
- Establish and maintain effective relationships with students, and serve as a role model for all students in the building.
- Establish and maintain effective relationships with staff in the building.
- Provide ongoing care for classroom equipment and materials.
- Demonstrate cooperation to a team approach in working with a variety of related service staff members including other associates, related service staff and teachers.
- Collect data and facilitate accommodations and modifications as directed by the teacher.
- Provide personal care to students including - but not limited to: minor toileting assistance, assistance with outerwear, and/or support with lunch/snack as directed by teacher.



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: August 6, 2015
Re: Facility Space Update

Over the summer, the Small Facility Planning group worked to determine the most effective plan for meeting the space needs in the District. Wight and Co., the District's architectural firm, has worked with staff to target the critical space needs and create options to consider for each building. The Large Facility Planning Group met on Tuesday, August 4, 2015 to review the draft plan and provide feedback.

The option that best meets the space needs of the District within the budget is to move 5th grade to Half Day School with an addition, allowing Daniel Wright Jr. High to accommodate the immediate needs with the vacated 5th grade rooms. Sprague will need some addition to rectify its space issues. Educationally, moving 5th grade to Half Day provides all students with a developmentally appropriate grouping (Early Elementary, Upper Elementary, Middle School/Jr. High), and allows students to attend each school for 3 years.

Wight and Co. continues to revise the building plans with feedback from the August 4, 2015 Large Group meeting. The District continues to review operationally how to maximize space, such as services sharing rooms and scheduling classes to move to vacant rooms throughout the day.

A draft plan will be presented to the Board at the August 25, 2015 Board meeting. The Community Engagement meeting will occur on August 26, 2015 starting at 7:00 pm. The Board will review the proposed plan at the September 1, 2015 COW meeting with a final determination as to the direction the District should take at the September 15, 2015 Regular Board meeting.

I will provide additional information and answer questions regarding our progress at the COW meeting on August 11, 2015.