

Jacksonville School District #117

211 W. State St
Jacksonville, Illinois 62650
Office: (217) 243-9411
Fax: (217) 243-6844

Mike McGiles
Director of Operations



February 21, 2020

Dear Fr. Olson,

Thank you for writing to Jacksonville School District 117 with your request for information pursuant to the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq.

On February 18, 2020, you requested the following records:

1. How many public-school students have IEPs?
2. How many charter school students have IEPs?
3. How many homeschooled students have IEPs?
4. How many parentally-placed private school students have been identified through child-find to need special education and/or related services?
5. Is your district's child-find referral process in writing? How/where might I access that information?
6. It is my understanding that your district's total IDEA allocation in FY 2020 is \$985,242.00. According to your information, is that the correct allocation amount?

As the FOIA Officer for Jacksonville School District 117 I am writing to inform you that your request is granted (please see the information below).

1. 759
2. 0 (no charter schools in the District)
3. 2
4. 25
5. See attached
6. \$985,242.00 is correct

You have a right to have the response to your request reviewed by the Public Access Counselor (PAC) at the Office of the Illinois Attorney General. 5 ILCS 140/9.5(a). You can file your Request for Review with the PAC by writing to:

Public Access Counselor
Office of the Attorney General
500 South 2nd Street
Springfield, Illinois 62706
Fax: 217-782-1396
E-mail: publicaccess@atg.state.il.us

If you choose to file a Request for Review with the PAC, you must do so within 60 calendar days of the date of this denial. 5 ILCS 140/9.5(a). Please note that you must include a copy of your original FOIA request and this denial letter when filing a Request for Review with the PAC.

Thank you for your interest in Jacksonville School District #117. If I can be of further assistance to you, please let me know.

Sincerely,

Mike McGiles
Director of Operations
FOIA Officer
Jacksonville School District 117
(217) 243-9411
mmcgiles@jsd117.org

***Celebrating 150 years
1867 – 2017***

JACKSONVILLE
SCHOOL DISTRICT 117

FEB 18 2020

Mike McGiles <mmcgiles@jsd117.org>

FOIA request, 2.18.20, ADAC, Inc.

RECEIVED

1 message

Fr. Tom Olson <tmajorsolson@gmail.com>

Tue, Feb 18, 2020 at 1:03 PM

To: mmcgiles@jsd117.org

Cc: Angie Schlater <angie.schlater@tracyfoundation.org>, Steve Perla <sperla@catholiccsa.org>

Dear Mike,

Thank you for your call earlier this afternoon.

In accord with the Illinois Freedom of Information Act, I kindly request that your office provide to me answers to the following questions:

1. How many public school students have IEPs?
2. How many charter school students have IEPs?
3. How many homeschooled students have IEPs?
4. How many parentally-placed private school students have been identified through child-find to need special education and/or related services?
5. Is your district's child-find referral process in writing? How/where might I access that information?
6. It is my understanding that your district's total IDEA allocation in FY 2020 is \$985,242.00. According to your information, is that the correct allocation amount?

I have copied on this communication Ms. Angie Schlater, Program Manager of the Tracy Family Foundation and my colleague, Mr. Steve Perla. If you should have any further questions or inquiries, then please be in touch.

Thank you, Mike, for providing to me the requested information.

Sincerely,
Tom Olson
Founder/Partner
ADAC, Inc.

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Cell/primary: (774) 364-0567

Find me on LinkedIn: www.linkedin.com/in/tom-olson-a8b22b7



Illinois State Board of Education

100 North First Street, E-225
Springfield, Illinois 62777-0001

PRESCHOOL FOR ALL 19
ATTACHMENT 8

FY 2019
PRESCHOOL FOR ALL
PROPOSAL NARRATIVE:
SCREENING PROCESS TO IDENTIFY CHILDREN
WHO ARE AT RISK

EARLY CHILDHOOD DIVISION

APPLICANT NAME (District Name and Number, if applicable)

Jacksonville School District 117, Early Years

REGION, COUNTY, DISTRICT, TYPE CODE

01-069-1170-22

Directions: Describe in the space provided how this requirement will be met. Screening should be conducted on a community-wide basis and developed and implemented with cooperation among programs serving young children operating in the area to be served (e.g., public schools, licensed child care providers, special education, Head Start, prevention initiative, Child and Family Connections and Child Find). Refer to Proposal Narrative Requirements for specific requirements. *(Do not type beyond space allowed. Attach additional Word typed pages to document.)*

The Early Years program, in collaboration with Four Rivers Special Education District, offers quarterly preschool screenings in the community. The locations chosen for the screenings are specific, targeted locations that will maximize the recruitment of at risk families in the community. The knowledge of the community, the ongoing community collaborations including the Early Years Parent Advisory Council, and the information provided by the families enables us to best choose the screening locations that will maximize outreach. The Early Years program also provides ongoing screenings throughout the year as individual children are identified. Before any screening is conducted, written parental permission is obtained.

The screening tool used is the DIAL 4 (Developmental Indicators for the Assessment of Learning-Fourth Edition). The DIAL 4 is an individually administered developmental screening test designed to identify young children in need of further diagnostic assessment. DIAL 4 items assess developmental skills that are the foundation for academic learning in the areas of motor, concepts, language, self-help, and social skills.

The DIAL 4 screening instrument gives a scaled/raw score and percentile rank and then a decision on each skill area. The decision is noted as "ok" or "potential delay." Screening results also give an overall screening decision which is "ok" or "potential delay." The "potential delay" decision would necessitate a referral for more specialized testing and a rescreening using the DIAL 4. Children can also be referred for a clinical screening assessment if the overall screening decision is for one developmental area or the total summation. For example, a child may be referred for an overall clinical referral for a low score or failure to respond in more than one developmental area. If the child, however, shows a delay in the language area, a speech evaluation may be recommended. In any case, children who show screening delays will have that documented on the weighted eligibility form as an enrollment factor.

From this total score, a decision is reached with the "ok" or "potential delay" noted. If the child has a potential delay, there are three possible outcomes. The child receives a program referral or placement within the Early Years Program. The child is found not eligible, or the child is referred to the Department of Student Services and Special Education for further diagnostic testing.

The DIAL-4 assesses responses from the parent questionnaire on the self-help and social development of their children. Parents answer the questions, and a decision of 'ok' or 'potential delay' is indicated from these areas. The parent educators review the decision with the parents and talk about the self-help areas of toilet training, proper hygiene of bathing and washing hands, dressing self, pouring drinks, and eating with utensils. Discussion also centers on the social life of the family and opportunities for the child to interact with other children of the same age. Other issues such as sibling rivalry, extended family relationships, etc., are discussed. If these issues deserve further attention, the parent educators schedule a face-to-face visit and begin support services for the family. Lastly, the screener checks the child's overall intelligibility in connected speech to see if there is a potential delay in language development. Children are referred to the District's Department of Student Services and Special Education for a speech observation and possible testing. Vision and hearing testing is conducted on-site, and the results are considered for at-risk factors and possible referral for a follow-up vision or hearing assessment.

After all areas of the screening instrument (DIAL 4) have been completed, an overall screening decision is made based on the DIAL 4 total or scores in 1 or more specific areas. The child can be referred for any delays in any of the areas. If the child scores below 70, he or she is referred. If the score is below 80, he or she is monitored by the classroom teacher with the support of a Four Rivers Screening Facilitator. They collaborate through ongoing communication regarding the child's classroom performance. Four Rivers Special Education District provides inclusion support services in our Early Years Program classrooms for students with Individual Education Plans (IEP). Four Rivers Special Education District also provides screenings for children ages 3-5 in the community, including collaborative screenings with the Early Years Program quarterly. Even though a child receives an 'ok' decision, the score of percentile is ranked for at-risk qualifiers. Children are considered at-risk if their score is at or below a standard score of 80 or if they are deemed potential delay in any area. Other environmental, economic and demographic information that indicates a likelihood that the children would be at-risk is gathered from the parent interview that includes a summary of the child's health history and social development and includes questions about the parent's educational level, employment, income and age, the number of children in the household, and the number of school-aged siblings experiencing academic difficulty. Also included in the parent interview are at-risk decisions based on homelessness, chronic illness of anyone in the immediate family, transportation needs and incidents of domestic violence or drug and alcohol abuse.

The DIAL 4 screens children in the following areas:

Motor Area: Gross motor items include catching, jumping, hopping, and skipping. Fine motor items include building with blocks, cutting, copying shapes and letters, finger dexterity, and writing.

Language Area: Items include answering simple personal questions (name, age, sex), articulation, naming (expressive), or identifying (receptive) objects and actions, plus phonemic awareness tasks such as rhyming, and I Spy.

Concepts Areas: Items include pointing to named body parts, naming or identifying colors, and rote counting, counting blocks, placing a block in named positions relative to a little house, identifying concepts in a triad of pictures, and sorting shapes.

The DIAL 4 also includes an item that assesses automatic naming of colors. This skill has been shown to be associated with potential learning disabilities. The DIAL 4 also provides standardized scores for *self-help* and *social development*, assessed by a parent questionnaire. *Self-Help Development:* Looks at the child's development of personal care skills related to dressing, eating, and grooming. *Social Development:* Looks at the child's development of social skills with other children and parents, including rule compliance, sharing, self-control, and empathy. The DIAL 4 includes both English and Spanish materials to use and evaluate Spanish-speaking children.

Lastly, the DIAL 4, rates the child's overall intelligibility in connected speech as "good" "ok" or "poor" with stated reasoning for each score. This score is also considered in the overall screening decision for at-risk placement.

The parent interview is part of the screening process for entering the PFA program. The interview is conducted in the parents' home/native language. For the Jacksonville community, this may include an American Sign Language interpreter for our deaf and hard of hearing community members. A Spanish interpreter for our Spanish speaking parents and a French interpreter for our French speaking families may also be employed. Families with visual impairments are also accommodated. They may be read to and/or use large print when needed to help them complete the necessary forms.

During the interview, parents respond to questions concerning their child's health history including pregnancy and birth, and any chronic conditions such as hearing, vision, or other developmental delays that they may have noted or have a concern about. Questions are answered concerning the social development of the child and in what circumstances the child is able to interact with other children. Questions about whether the child is toilet trained are addressed and it is expressed to the family very clearly that being toilet trained is not a requirement for the program. The staff will work with the child in the classroom with toilet training and can work with the family providing supports and literature as well on this topic. Parents also asked to report their own educational levels and experiences in the school setting. Information is obtained concerning high school education, any learning delays or disabilities, and any social/emotional delays the parent may have experienced. Parents also list the number of school-aged siblings that are living in the home and the name of their elementary school. It is noted if any of the siblings are experiencing academic difficulty and if they are receiving assistance with any delays.

Questions concerning the parent's employment are asked and the income and age of the parents is noted. The application for free and reduced lunches is completed for each child. Each family lists the number of children in their household and their

ages. This information helps in determining the qualification for free/reduced breakfast and lunch and income placement. Parents may verify income with official documents including; pay stubs, W-2s, tax returns and other forms for income verification.

Parents are assisted and supported as they complete the intake interview. Information is obtained concerning any agency involvement for the family and questions concerning housing, long term separations, chronic illness, drug and alcohol use, and domestic violence incidents. The interview is conducted in a private and comfortable environment. Every effort is made to help the parents complete the forms giving the most accurate information. Parents are encouraged to seek out support for stressors in their life that may assist in stabilizing the family. Many of these stressors are relayed during the parent interview process. The parents and staff work collaboratively to detect at-risk indicators and place children in the appropriate programs within the early childhood community.

Children transition from Early Intervention or Prevention Initiative programs when they turn three years of age. The Child and Family Connection's office makes a referral to the appropriate program. If the referral is made to Four Rivers, Early Years staff is invited to the domain meeting and the IEP meeting and are a part of the decision-making team. Children from the Prevention Initiative program transition directly into the PFA classroom.

Children entering the Early Years Program receive a vision and hearing screening through the Morgan County Health Department. Children either "pass" or "fail" the screening or receive a score of "unable". Children who fail the vision or hearing screening are referred to a specialist or to Four Rivers Special Education District for a more comprehensive exam. The parent educators follow up with the parents to make sure services are obtained. Children who are 'unable' to screen are enrolled in the program and rescreened within a specified time period and are recommended to Jacksonville School District 117 Department of Student Services and Special Education where possible further evaluation is completed. The parent educators assist parents in obtaining the results in a timely manner. Children are rescreened each year of PFA in the fall or spring depending upon their initial screening. Children are referred to the Morgan County Health Department or Four Rivers if needed for vision or hearing problems that may occur.

Teachers sometimes suspect that a child is not hearing or seeing in the classroom and talk to the parents about this concern. The parent educators follow up with the parent to make sure the proper evaluations are completed. Written parental permission is required for any screening proposed by the program or requested by the parent. If a parent is unable to attend the screening session at the assigned site, the screening instrument and the permission is brought to the home and the screening is performed there. Parent permission is then obtained in the home. If the parent is absent due to a separation, foster care, or grandparent care, the appropriate signature is obtained in accordance with Illinois law.

Staff of the Early Years Program is involved with the screening process. The parent educators have a dual role in the screening process. First, they conduct the parent interview and gather child health history. The parent educators are the first contact for parents and children. They make appointments and ensure all the papers are filled out and the required forms are received. The parent educators and Four Rivers screening staff administer the DIAL 4 screening. Parent educators are aware of the possible stressors that may need attention at the parent interview and are able to make an immediate support plan and set goals for the family, parents, or children.

Teachers are present at the screening and observe the children responding to the screening questions and they help with the parent interview. Teachers welcome the child into the classroom for a tour and give the child a book to take home. Teachers also conduct a home visit before the child enters the classroom. At the home visit, the teacher has time to talk with the child, take pictures, and secure information from the parent about the child. Teachers and parents set short-term and long-term goals for their child at this visit. Teachers review the DIAL 4 screening results with the parent educators or Four Rivers screener and assist with completing the Early Years Preschool Eligibility Form for the child if necessary.

The teacher and parent educators also review the information gathered at the parent interview and from the child health history. The teacher can use the results of the screening to better understand the child and the environment surrounding the child, including any health, environmental, or educational concerns. The teacher is also able to set individual goals for the child according to results of the screening. The teacher's aide is involved in the classroom tour and home visit. Together, the teacher and the teacher's aide (paraprofessional) will conduct activities to facilitate successful transitions for children from home to school. The nurse is available to check the physical and immunization records and to answer any health concerns. The district nurse is also available to discuss any family health issues and how those issues might be addressed.

The Early Years Program staff have developed, in collaboration with community stakeholders, a weighted eligibility form including program specific weighted criteria. This form is called the Early Years Preschool Eligibility Form, and its purpose is to identify and prioritize the most at-risk children for first entry into the program. During the screening process of administering the DIAL 4 and the parent interview, children and families are assessed and scored using the Early Years Preschool Eligibility Form.

If a family primarily speaks a language other than English at home, the Home Language Survey is administered. It consists of two questions:

- a. Is a language other than English spoken in your home?
- b. Does your child speak a language other than English?

A "yes" answer to either question will generate a "flag" for an English Language Learners (ELL) screening. This screening process must be completed within 30 days of the student's entry into the program and the results are shared with the family. The test

is typically administered in the classroom, though an alternative location can be used, if needed. The screening tool utilized is the Pre-IPT Oral English Fourth Edition for ages 3-5.

An "English Learners Information for SIS" form is completed for each student screened. A copy of this form is sent to the District ELL Coordinator. Letters for the family are generated describing the results and the steps that will be taken in the classroom to improve the student's English language proficiency. These letters are signed by the program administrator, copied for the student's program file and sent home to the family. The family may accept or reject the program's plan. Parents have the right to visit the classroom and to meet with staff to learn more about the plan and child's classroom. Further steps may be needed to resolve the family's concerns up to and including providing a one-on-one translator. Families may also decline enrollment in a program or withdraw a student. The instructional goal is to become more proficient in English.

Teachers in classrooms where children receive ELL services are required to have a current ELL endorsement to their professional educator's license. They also attend workshops to better enable them to understand the needs of their students as well as use research based practices in the delivery of ELL services. Original screening records are maintained by the program and used to design appropriate early childhood programming. This screening process is repeated each year for applicable new students. Early Years currently employs four teachers with ELL endorsements.

Early Years staff also gathers income information from the family during the parent interview and medical history portion of the screening process. The income information requested during this component of the program screening process is used to calculate annual income and possible poverty status. We do not charge any fees for our program. We ask for pay stubs, W-2s, tax returns and other forms for income verification.

Our program collaborates with Four Rivers Special Education District and it's Early Intervention (EI) program to enroll students with a current Individualized Education Plan (IEP) or Individual Family Service Plan (IFSP). EI staff provides in-home services for children from birth to age three with potential delays. Because EI services extend only through age three, a transition meeting is conducted for families to discuss options for their children after age three. The options may include Early Years, Head Start, or a private program of the family's choice. The transition meeting for a student with an IEP typically consists of Early Intervention case workers and therapists currently working with the children, and representatives (principal, teachers, and parent educators) from the Early Years Program and Four Rivers staff. Early Years seeks out and welcomes children with disabilities into the program. Staff from Early Years are invited to IEP meetings held by Four Rivers when children are turning three, or are identified at age three or four. Because of the program's high quality, it is an ideal setting for provision of special education services for children with disabilities. Four Rivers employs Inclusion Facilitators who provide special education in the Early Years classrooms so that

children with disabilities can learn with their peers and feel a sense of belonging with their classmates.

The screening process at the Early Years Program is intensive in its delivery to the parents and children of the program. Our community wide collaborative process of screening children occurs quarterly. Four Rivers conducts community wide screenings for the childcare programs, family home care, nursery schools and Urban League Head Start ensuring that all children served in these settings have access to developmental screening and referral to Child and Family Connections or the School District should potential delays be identified. Collaboration exists between all the sites including Early Years so that children who are at-risk are identified, evaluated, and served in the appropriate setting. Early childhood community collaboration is evident in these practices. After the initial placement of children and as the school year continues, children are screened by staff at the Early Years Program and entered into the program according to their eligibility score, age, and need. Children are also referred throughout the school year by Four Rivers or other local service agencies and are screened and an eligibility score is given to determine placement.

The Early Years Program

Developmental Screening Procedures

Goal – To identify and serve Illinois' neediest children

- This procedure is a brief look at children's skills at a given moment in time
- This procedure is sometimes performed to identify children who might profit from a high quality preschool program before they enter kindergarten
- This procedure may identify children who are in need of further diagnostic evaluation
- This procedure is performed within the context of a program of assessment, evaluation and intervention

This procedure is NOT

- Identical to a school entrance or readiness test
- An IQ test
- Used to label children
- To be used if it is not sensitive to cultural differences
- To be used in isolation

The instrument that is used at The Early Years Program is the Dial-4.

- It is fair to different children of different cultures (We use an ASL interpreter or another interpreter for other languages such as Spanish or French as available).
- It is a pleasant experience to most children
- There is a parent questionnaire
- It is not difficult to administer
- It is not too expensive
- The screening procedures and results are acceptable to the specialists who will be performing follow-up assessments

Recruitment:

- School District
- Fliers and brochures in community agencies/physicians' offices/retailers
- Targeted screenings (~~fall and spring~~) *Quarterly*

Process:

- Initial parent contact (in person or by phone)
- Screening appointment
- Developmental screening
- Sharing of developmental screening information
- Possible enrollment in a pre-kg program (District, Head Start, daycare)

Parent Contact:

- Parent contacts office to schedule screening appointment
- Brief phone interview with questions concerning the child's development and information about important documents to bring to the screening
- Screening appointment is on first come, first serve basis

- Locations of the screenings are at Walnut Court, Murrayville Preschool building, or in the home if necessary or deemed as the appropriate location
- Targeted screenings are held in the fall and spring at Walnut Court

Screening Team:

- Parent Educator who conducts the screening
- Parent
- Teacher
- Director
- 4-Rivers screening team(targeted screenings)

Procedures:

- Check-in
- Parent Intake and Child/Family History with assigned Parent Educator
- Developmental Screening with assigned Parent Educator
- Exit interview with the family to review screening results
 - Parent Educator, Director or Screening Team explain the results in each area with examples and discuss whether the child is developing in the OK/Potential Delay range
 - Director or Parent Educator discuss placement options with the family (Preschool for All program, Head Start, daycare, etc.)
- Classroom Visitation and meet teacher
- Schedule set for Home Visit
- Collection and copying of necessary papers if the family is enrolling at the Early Years.
 - Certificate of Live Birth - Original
 - Physical, Immunizations, and Lead Screening
 - Income and Residency Information

Parent Intake:

- Opportunity for the parent to give additional information concerning their child's development and family risk factors
- Private, individual parent interview conducted by the Parent Educator
- Opportunity to set realistic goals for the present and future for the parent, child and family
- Opportunity to gain information about the program
- Opportunity to request information about needed services in the community

Pre-kg Eligibility Ratings:

- Parent intake – Child/Family History
- Dial-4 score
- Behavior observation score
- Income guidelines set by the General Assembly for participation in Preschool for All
- Other at-risk factors as determined by program/community

Determination of At-Risk:

- Points are assigned by the tier which is aligned with Maslow's Hierarchy of Needs:
- Points are assigned by the at-risk factors discussed during the intake
- Students with unique needs are given priority (IEP, ELL, homeless) *(Reference Weighted Eligibility Form w/ TOP TIER factors)*
 - 1st Foster or ward of State*
 - 2nd more delays*

Student Screening File:

- Parent intake – Child/Family History Form
- Eligibility Criteria
- Dial-4 screening results including parent questionnaire
- Consent to Screen
- Home Language Survey in English and Native language when necessary
- Birth Certificate
- Physical, immunizations, and lead screening
- Food allergies
- Transportation request

Sharing of Developmental Screening Information:

- Developmental screening information is shared with the parent or caregiver after the Parent Educator or Director obtains the scores.
- The parent is given information about their child's developmental level and eligibility for a preschool program with a brochure of welcome
- If the student is found eligible for the Preschool for All program and is enrolled, the parent is given a confirmed home visit appointment
 - Parent and schools are partners in the educational process
 - Home visits and suggestions for learning In the home are an important part of the process
- Parents will have knowledge of the child's strengths and areas of concern with respect
- If the student is enrolled in the Early Years Program, the teacher will have access to review the information obtained from the DIAL-4 screening.

Placement:

- If the child is developing as expected, the child is recommended for a preschool program and is referred to The Early Years Program, Head Start, or other Preschool for All programs in the community.
- If further evaluation is recommended, a referral is made to 4-Rivers for further evaluation and the parent is informed of the process now in place.