



DUPAGE/WEST COOK GOVERNING BOARD
BOARD BRIEFS (Revised Copy)
FEBRUARY 15, 2018 – 3RD QUARTERLY MEETING

GOVERNING BOARD MEMBERS

CHAIRPERSON

Dr. James Gunnell
 Executive Director
 AERO

VICE CHAIRPERSON

Dr. Joanne Panopoulos
 Assistant Superintendent
 Wheaton-Warrenville CUSD #200

SECRETARY

Dr. Sheri Wernsing
 Executive Director
 LADSE

Dr. Mary Furbush,
 Executive Director
 CASE

Melinda McGuffin
 Director
 LASEC

Jim Nelson
 Executive Director
 NDSEC

Mary Beth Boeh
 Executive Director
 PAEC

Dr. John Correll, Superintendent
 Salt Creek SD #48
 Representing SASSED

Tammy Prentiss
 Assistant Superintendent, SD #86
 Representing Hinsdale School
 Districts #86 & #181

Maria McCarthy
 Director, Berwyn North SD #98
 Representing School Districts #90,
 #91, #98, #100

Ebony Lofton
 Senior Director
 Oak Park Elementary SD #97

Allison Cirone
 Director
 Cicero SD #99

Dr. Gwen Walker-Qualls, Director
 Oak Park River Forest SD #200

Dr. Ramona Stavros
 Director
 J.S. Morton High SD #201

Christine Igoe
 Assistant Superintendent
 Naperville CUSD #203

Jennifer Law,
 Assistant Superintendent
 Indian Prairie CUSD #204

NON-VOTING MEMBER

Brandon Cochrane, Director
 Schiller Park #81

SEPTA REPRESENTATIVES

Susan McMahon, Cook County
 Vacant, DuPage County

COORDINATOR

Nan Diamond

TREASURER

Sam Cannata

RECORDING SECRETARY

Lynne Menzel

ENROLLMENT for Low-Incidence Programs

	<u>2/1/2018</u>	<u>2/2017</u>	<u>2/2016</u>	<u>2/2015</u>
Deaf/Hard of Hearing (total SASSED & HSHS)	117	128	137	152
Visually Impaired	80	75	79	83
Transition (Blended)	15	18	12	24
	212	221	228	259

The SASSED Deaf/Hard of Hearing program has been declining steadily; Hinsdale South's Deaf/Hard of Hearing and SASSED's Vision programs have remained stable; the Transition program has one (1) student from DWC who will graduate this fall.

STAFFING ANALYSIS SUMMARY for 2018-2019

Nan Diamond met with SASSED's Program Administrators, Director of Human Resources and Sam Cannata, Director of the Business Office to discuss & determine classroom & related services staffing patterns for the next school year.

SASSED's projected enrollment in the Deaf/Hard of Hearing program is 50, which is a little less from this school year as SASSED has experienced a decrease in early childhood enrollment. Teachers will decrease by one; class aides will decrease by three; 1:1 aides will increase by one.

Hinsdale South High School's Deaf/Hard of Hearing/Transition projected enrollment is 60. There will be little change in staffing patterns.

SASSED's projected enrollment in the Vision Impaired program is 79. 1:1 aides will increase 6.25 between early childhood and the high school. The cost of the 1:1 aides is billed to the district, and does not affect tuition.

SASSED's Transition program remains steady with no significant changes. It will no longer have DWC students after this fall.

SASSED FINANCIAL/BUDGETARY ITEMS – FY19 BUDGET PROCESS & ASSUMPTIONS for Low Incidence Programs

The target for a "standard" classroom enrollment is a minimum of 10 students, but due to the age of a student and/or the student needs, SASSED may not meet the 10 student criteria. SASSED will also consolidate for maximum instructional space, and for the creation/maintenance of cluster sites.

REVENUE - CPI Increase Impacting District's Levies (calendar 2016) = 2.1%

SASSED used the change in the CPI as a standard in developing tuition rates, and strived to have the increase in tuition and service fee rates at or below this standard. The reality of labor agreements, benefits and enrollment fluctuations do not always allow this to be met.

Evidenced Based Funding (EBF) has replaced several State funding streams including general state aide and personnel reimbursement, with the later component affecting SASSED. Under the EBF model, SASSED received a hold harmless distribution of EBF based on previous year's distribution of personnel reimbursement funds. Therefore, SASSED did not lose funding because of this change. The SASSED Finance Committee has directed SASSED administration to apply EBF funds in the same manner as previously applied. So billing to districts for program services are reduced by an allocation of EBF revenues to each SASSED operated program including DWC programs.

Transportation reimbursement revenue was not included in the EBF model so it continues to be allocated to offset the cost of programs, which incur transportation costs. This is almost 2% of the revenues for SASSED's tuition and service fee programs.



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Out of District Fees apply to non-DWC districts who place students in the Vision Impaired or Deaf/Hard of Hearing programs that SASSED operates. SASSED charges a tuition surcharge of \$5,000 to non-member districts for students who attend these programs. These fees work toward reducing overall tuition costs for all students placed in the DHH & VI programs. They are consistent and comparable to other area cooperative's fees for non-members.

EXPENDITURES

Budgeted Wages & Benefit Increases – Salaries & Wages

Certified Bargaining Unit (actual)	2.3%
Non-certified Bargaining Unit	3.0%
Occupational & Physical Therapists	2.1%
All Other Groups	2.1%

The support staff bargaining unit will be entering the 2nd year of a 3-year agreement. Hourly rates are increasing by 3%. The certified bargaining unit staff will be entering into the 1st year of a 3-year extension agreement. The certified bargaining unit is receiving a soft freeze (step only) of 2.3%. There are four teachers retiring this year, and the cost savings associated with these retirements are included in the development of tuition and service fee rates. Included in the extension agreement was a reduction of retirement incentive increases from 6% increases each year for the final 4 years of employment to 4% increases each year for up to the final 4 years of employment.

When considering wage increases for the OT/PT's, SASSED acknowledged that this group has contemplated forming a collective bargaining unit in the past. Whenever possible, it has been desirable for their wage increase to be comparable to the certified bargaining unit staff, and since they received a soft freeze (step only), SASSED is extending the same soft freeze to OT/PT's representing a 2.1% increase. The therapists also made a formal request to receive the same retirement benefits as the certified bargaining unit. To address their need, the SASSED Board approved extending the same retirement benefits.

For all remaining employee groups, SASSED is also proposing a 2.1% increase in wages next year reflecting the 2.1% increase in the calendar year 216 CPI-U.

Benefits – Medical & Dental Insurance rated increase by:

Medical	7%
Dental	0%

The medical insurance increase is based upon an increase in claims activity. Rates have not increased in the last 3 years.

BUDGETED TUITION INCREASES – CPI Increase Benchmark, 2.1% Targeted Rate of Increase, 2.5%

Deaf/Hard of Hearing	50 students	13.7% increase in tuition
Visually Impaired	80 students	2.5% increase in tuition
Transition	19 students	2.5% increase in tuition
Project Search	12 students	2.5% increase in tuition
ESY		2.5% increase in tuition

BUDGETED SERVICE FEE INCREASES - CPI Increase Benchmark, 2.1% Targeted Rate of Increase, 3%

1:1 Classroom Assistant	3%
1:1 Interpreters	3%
1:1 Medical Assistant	3%
Audiology Evaluations	5.5%

SASSED will begin billing for follow up audiological evaluations in FY19.

AUDIOLOGY Services Staffing & Billing

SASSED operates the audiology services component for the DWC Intergovernmental Agreement. This service provides audiology evaluations for DHH students in the DWC catchment area, and provides audiology support for the elementary and secondary classroom programs operated by SASSED and LADSE. Current staff for this program include a full time audiologist, a .6 audiology assistant and a half time administrative assistant. To provide services, SASSED has



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an audiology booth located at our administrative center located at 2900 Ogden Avenue.

Revenues are generated for this program through a pre-bill of 75% of the estimated costs of this service in the fall, and invoices for the remaining 25% in January of each year. The pre-bill is based upon the number of tests received in the previous fiscal year. At the end of the year, a rate per test is calculated based upon actual cost of the service and the number of tests provided during the year. The number of tests provided is accumulated by cooperative/independent district, and a final bill is created to invoice for the actual number of tests provided to each LEA. Each cooperative can then decide if it will invoice each of its member districts for these services or if it will absorb these costs within its own budget.

SASED is proposing a revision to staff based upon the needs of the program. Discontinue the audiology assistant; keep the full time audiologist and add a .6 of an additional audiologist (total 1.6). There will be no change to the administrative assistant position.

- Over the past 8 years, an effort has been made to be efficient and reduce costs. This service changed its staffing pattern from 1.6 audiologist to 1.0 audiologists with a .6 audiology assistant. In the current year, we budgeted for only 1.0 audiologist without an audiology assistant.
- During the current year, it has become apparent that the caseload for the single audiologist is too large for her to effectively manage. Midway through the first semester, a part-time assistant was added.
- Students often require follow up audiology appointments within the same year that a full evaluation occurs. This activity has never formally been included in the analysis of the caseload of the audiologist, and this service has never been previously billed.
- Auditory listening devices have become so technologically based and complicated that it takes an audiologist to know how to operate them, calibrate them, and to know what repairs are needed to keep them functioning. There are added procedures that only an audiologist can complete to properly assess the students hearing loss. In the past, an audiology assistant/administrative assistant were used to complete this work.
- The program will expand its services to include testing students with Cochlear Implants. This new service evolved with the use of cochlear implants and is an important component of programming for DHH students, but has not been provided to DWC students. SASED will begin this testing service this fall. This will increase the number of assessments that audiologists completes.
- LADSE's program requires audiology time to maintain their equipment, and an appropriate cost for this time will be invoiced for their use of services.

Estimated number of tests & cost:	Current Year	Next Year
Evaluations	350	425
Follow Up Evaluations (2 within a year)	N/A	50

SASED is also requesting a revision to the billing structure to add a new billing category for re- evaluation/hearing aid checks. Often, in addition to the audiology test, a second visit is required for a follow up audiological. Our current practice has been to not charge for this secondary evaluation even though it requires time of the audiologist.

LADSE/DWC FY19 BUDGET PROCESS

The target for a “standard” classroom enrollment is a minimum of 10 students, but modifications can occur to meet credit requirements for graduation; maintain quality of common core driven curriculum; address the goals of the Transition plan and/or IEP; and specialized programming for specific disabilities as indicated in the IEP. LADSE’s goal is to meet the needs of each student; seek efficiencies in program staffing patterns; maintain programs that provide positive outcomes for each student; and emphasize a process of continual cost review to find efficiencies. Staff caseloads are also scrutinized for efficiencies.

EXPENDITURES - Compensation

Certified Bargaining Unit – LADSE entered into a 5-year CBA that began in 2013-14. Salary increases in each year of the agreement increase by 3%. In addition, staff members contribute 20% of the total health/dental insurance premium in each insurance level.



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Para Professionals – 15% salary increase is included for para professionals as a LADSE initiative to level their starting rate with surrounding school districts and cooperatives. LADSE is increasing the starting rate from \$11.00 to \$13.00.

Interpreters - A combined 15% salary increase is included to interpreters. This is a LADSE initiative to level their starting rate with surrounding school districts and cooperatives.

LADSE has struggled to hire and retain both para professionals and interpreters for the DHH program over the last several years due to low wages.

Benefits – The budget was developed based upon a 10% projected blended rate increase in the cost of health and dental insurance.

Staffing – The budget includes 33.0 FTE, flat from FY18. The staffing is staying flat as the student enrollment of 60 is anticipated to be flat (+/- 1).

Contract Services – Operating and Maintenance costs (D86) and the transition center rental includes a 3% increase.

Classroom Supplies – Includes instructional materials used to develop and provide student curriculum; supplies to maintain classroom space; and cost associated with community activities for students.

Educational Equipment – Includes technology equipment used in classrooms. LADSE will be purchasing 40 Chromebooks, which will align with the new 1:1 initiative D86 is implementing. LADSE has also budgeted for new audiology equipment.

REVENUES – General State Aid & Transportation Reimbursement

With the new Base Funding Minimum, LADSE will be subject to less state dollars because overall FTE has increased, lowering the reimbursement for each certified and non-certified staff member.

Transportation reimbursement is 91% prorated.

BUDGETED TUITION INCREASES (tentative)

Table with 3 columns: Category, Student Count, and Percentage Increase. Rows include DHH (60 students, 3.9%) and ESY (17 students, 3%).

BUDGETED SERVICE FEE INCREASES (tentative)

Table with 3 columns: Category, Count, and Percentage Increase. Row includes 1:1 Signing Aide (4, 15%).

OTHER DISCUSSION - Lease Agreement between DuPage/West Cook (DWC) & Hinsdale SD86

The lease agreement between DWC and Hinsdale SD86 expires the end of June 2018. SD86 hosts the Deaf/Hard of Hearing high school program. LADSE also has a Deaf/Hard of Hearing Transition program. Tammy Prentiss from D86 indicated that the Transition program should be separated from the DHH high school program when discussing and laying out the budget, staffing and enrollment. The staff employed in the SD86 DHH and Transition programs are all LADSE employees. Tammy Prentiss from SD86 has expressed an interest in wanting DWC to continue to be their lease agreement holder.

After discussion among the Board members, Dr. Gunnell, DWC Chairperson, suggested a voluntary committee be formed to meet separately to further discuss and present recommendations to the DWC Board in May. A committee meeting has been set for mid-March for all committee members (Dr. James Gunnell/AERO, Mary Beth Boeh/PAEC, Tammy Prentiss/D86, Ellie Ambuehl/LADSE, Carrie Morfoot/LADSE, Brian Riegler/LADSE, Dr. Michael Volpe/SASED, Nan Diamond/DWC Coordinator/SASED, and Sam Cannata/DWC Treasurer/SASED).

OTHER DISCUSSION – District Representation & the DWC Articles of Agreement

District 81, due to their total student enrollment being below 5,000, is only able to maintain non-voting representative status. After recent discussions with District 81 about their status, legal counsel was sought to determine how they could obtain voting representation at the DWC Governing Board. Under the Articles, the “less-than-5,000” districts should be considered as a single group. The group’s representation depends on the collective total of their student enrollment (i.e. for every 5,000 of aggregate student enrollment in such districts, one representative may be appointed). Districts 81, 86, 90, 91, 98, 100, and



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181 should be considered as one single group. Based on their collective student enrollment of 17,348, this single group would be entitled to three representatives on the DWC Governing Board.

NOTE: The Articles of Agreement do not specify the process to be used by either the High Incidence Cooperatives or the independent districts to select Governing Board representatives. Likewise, the Articles of Agreement do not address the process by which the “less-than-5,000” districts together appoint one or more representatives.

The Governing Board needs to consider how to align the composition of the Board with the Articles of Agreement or if there needs to be consideration of changing the Articles. Combining districts 81, 86, 90, 91, 98, 100, and 181 into a single group addresses the inconsistency with the Articles, but creates a dilemma around representation. Currently District 98 and 86 provide the voting delegate for the smaller groups they represent (identified above). The combination of these two smaller groups and District 81 into one unit would require a third voting representative to be appointed. This could be accomplished by maintaining the two existing representatives and identifying only a new third delegate, or all three positions could be refilled for the coming school year. Regardless, this change into one large group will require the affected districts to consider representation and communication on a different scale than before. It is also recommended that the respective Boards of Education from the impacted districts sign off on the final slate of representatives. Nan Diamond recommended that she would follow up with legal counsel to see how the articles could be amended so that District 81 can be partnered with Districts 90, 91, 98, 100. Nan Diamond will bring the recommendation to the Board in May so that the current structure can be maintained.