



# Update on Tilden Relocation Plan

*February 2009*



# Timeline of Tilden Relocation

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## **School Year 2007-2008**

- Tilden redesign process to rebalance the SDC and General Education populations and enhance the educational program

## **Spring 2008**

- Major facilities issues were identified at the Tilden (John Swett) campus that resulted in significant repair and relocation needs
- Cabinet decision to vacate Lower Tilden due to multiple significant facilities issues and review long-term solution
- Some facilities issues will remain irresolvable (terrain, high moisture)

## **Fall 2008 – Fall 2009**

- Extensive engagement with Tilden community regarding relocation plans to prepare for closure at the end of SY 2009-2010



# Tilden Relocation Plan Recommendation

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## **SDC Pre-K-2 Students Currently at Tilden Elementary**

- Tilden Parent Community and District staff completed walkthroughs of and identified a minimal number of sites to transition students and families.
- Future sites create a continuum of services to ensure that students do not need to make multiple transitions between grades K to 5.

## **Future SDC Pre-K Students**

- Tilden Parent Community and District staff recommend creating a Pre-K and Diagnostic Center for students with special needs to be located on the Burbank Campus.



# Rationale for a Pre-K Center

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## Effective Early Childhood Model

- Promotes collaboration among pre-K teachers
- Increases opportunity for students to participate in general education K programs
- Opportunity for interaction with general education pre-K peers

## Diagnostic Center

- Access to data to develop high-quality IEPs and services
- Parents can observe programs to help ease concerns or questions around program structure



# Rationale for use of the Burbank Campus

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## Elementary School Campus

- Meets accessibility requirements for students with special needs
- Appropriate number of classrooms for pre-K programs for students with special needs, diagnostic center, and a general education CDC.
- Located within a neighborhood setting with ample space for loading/unloading areas.

## Minimal Facilities Improvements

- Installation of a pre-K play structure and creation of a safe loading/unloading zone



# Tilden Community Involvement in Relocation Plan

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## Co-Created Relocation Plan

- Plan developed over multiple professionally-facilitated community meetings.
- Pre-K center has strong endorsement from parents and Tilden ES teaching staff.

## Walkthroughs and Site Visits

- Multiple site visits and walkthroughs of receiving schools and meetings with principals.
- Walkthrough and site visit to Burbank campus to be scheduled after Board decision.



# Appendix

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# Proposed Usage of Burbank Campus



**Total Number of Classrooms: 15**

**Green:** Pre-K Classrooms (10)

**Blue:** Diagnostic Center (3)

**Red:** Sensory/Speech/Motor Rooms (4)

**Orange:** Office Space/Teacher Lounge





# Relocation Factors

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<b>Factor</b>	<b>Description</b>
<b>Needs of students: Continuum of service at each location</b>	Best grouping of programs that would offer a continuation of services for students (i.e. K-5 program instead of K-2 only); IEPs to determine level of services required for students at relocation sites
<b>SPED/General Education balancing</b>	Ratio of Special Education students vs. General Education students at relocation site
<b>Site Capacity</b>	Space available at relocation site



# Tilden Relocation Proposal Considerations

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- No one location could house all programs based on facility constraints
  - Tried to place in clusters at as few sites as possible
- Created a continuum of services for students in relocation plan that is currently not planned or available at Tilden site
- Tried to hold parent and teacher vision as much as possible
- Need to rebalance current ratio of SDC and General Education student population
- Adherence to the Code of Federal Regulations on Least Restrictive Environments, Extra curricular activities and California Code of Education 3053 \*



## Code of Federal Regulations

34 CFR 300.114, 34 CFR 300.117 , California Code of Education 3053

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- **Least Restrictive Environment: 34 CFR 300.114**
  - Students must be educated to the maximum extent appropriate with non-disabled peers. To establish a school with a disproportionate special education population would illegally limit the student's access to age appropriate grade level peers. This could be construed to limit a special education student's social and emotional development and access to general education curriculum.
- **Extra curricular activities 34 CFR 300.117**
  - Students in special education must participate with non-disabled in extra-curricular activities to the maximum extent appropriate. A disproportionate number of special education students on a campus inherently places a limit on a special education student's opportunities to participate in extracurricular activities with non-disabled peers.
- **California Code of Education 3053**
  - Special education and special day classes shall be located to promote maximum appropriate interaction with general education programs (California Education Code 3053(4))

