

**Tri-County Special Education Interlocal No. 607
Board of Education Meeting
Wednesday, January 12, 2011
6:30 P.M.**

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| 1. Members Present - Call to Order. | Time: |
| 2. Presentation of Printed Agenda. | Action |
| 3. Presentation of the December 8th Board Meeting Minutes. | Action |
| 4. Consent Agenda. | Action |
| <ul style="list-style-type: none"> A. Approval of December Bills. B. Approval of December Payroll. C. Approval of December Treasurer's Report. D. Approval of December Special Needs Vocational Reports/Contracts. | |
| 5. KSDE Report. | Informational |
| <ul style="list-style-type: none"> • OSEP Maintenance of Effort (MOE) action. • Seclusion/Restraint. • Update on Indicator #13 - Transition. • Report window opens on Indicator #11 - Timely Completion of Evaluation. • Changes in KSDE staff in the special education department. | |
| 6. Legislative Report. | Informational |
| <ul style="list-style-type: none"> • Summary of meetings with area legislators on critical special education issues. • Concern over how the Job's Bill payment to the state will be applied. • Loss of ARRA funding will impact the base budget per pupil. • The 65% instruction provision is being resurrected for this year. • KASB Government Relations meeting in Topeka on February 16-17. | |
| 7. OCR Update. | Informational |
| <ul style="list-style-type: none"> • Cherryvale has received their formal OCR findings and recommendations. • Tri-County has been informed that their findings are forthcoming. • Review of Tri-County's preliminary corrective action activity. | |
| 8. Professional Development Report (handout). | Informational |
| 9. Executive Session to Discuss Non-Elected Personnel and Negotiations. | Time: |
| 10. Return to Open Meeting. | Time: |
| 11. Consider Action on Personnel. | Action |
| 12. District Data by Staff, Service, and Student Population (handout). | Informational |
| 13. Overview of Administrative Evaluation Process. | Informational |
| (Additional Items if Necessary:) | |
| 14. | |
| 15. | |
| Adjournment | Time: |