

VILLAGE OF HOFFMAN ESTATES PLANNING AND ZONING COMMISSION STAFF REPORT

PROJECT NUMBER: PLN23-0019
PROJECT NAME: Wallace Academy
ADDRESS/LOCATION: 2357 Hassell Road # 204
REQUEST: Special Use
OWNER: DESCHOUW BSM LLC
APPLICANT: Wallace Academy
PROPERTY SIZE: 2.01 Acres
ZONING / LAND USE: B-2 Community Business District, Business Offices
ADJACENT PROPERTIES: NORTH: B-2 Community Business
SOUTH: B-2 Community Business
EAST: R-10 Attached Single-Family Residential
WEST: B-2 Community Business
PZC MEETING DATE: 5/17/2023
PUBLIC HEARING: YES
STAFF ASSIGNED: Kevin Anderson, Associate Planner

REQUESTED MOTIONS

A Special Use to Wallace Academy to permit a private educational facility for the property located at 2357 Hassell Road #204.

BACKGROUND

The subject property is a tenant space within an existing office building in the Blackberry Falls Office Complex. The property is zoned B-2 Community Business District. The Petitioner, lessee of the property, is proposing to operate a Private Education Facility from this location. Private Education Facilities are not listed as either a permitted or a special use in the B-2 district. Therefore, a Special Use for use not heretofore listed is required per Section 9-8-2-C-9 of the Hoffman Estates Zoning Code.

ANALYSIS

- In 2012, a Special Use for a Private Education Facility was granted to the Chicago Education Project for a tenant space in 2353 Hassell Road in the same office complex. This school became Winston Knolls which taught up to 50 students daily and had a staff of 36 on site. Winston Knolls no longer has a campus at this location and the remainder of the uses in Blackberry Falls are professional offices and

services. During the 9 years Winston Knolls operated, Staff was never made aware of any parking concerns or traffic conflicts nor were there any conflicts with the uses.

Business Operations

- Wallace Academy is a private education facility specifically catering to students with special needs including learning, emotional or physical disabilities. The Academy works with and accept students K-12 from multiple surrounding school districts.
- The Academy offers a standard curriculum supplemented with counseling and therapy services on an individualized basis.
- Wallace Academy will enroll 50 to 75 students per semester. However, most students are taught via remote learning or staff visits to students in their homes. The Academy would have a maximum 15 students attending this tenant space during the school day.
- The Academy would operate standard school hours and the office would be occupied 8:00 a.m. to 4:00 p.m. during school days. They would break for typical school holidays and semester breaks.
- Wallace Academy expects to be fully staffed by year 3 of their operations and would have a maximum 36 total staff members including teachers, therapists, and administration. Only half of the total Staff will be working at this location during the school day with the rest providing remote or in-home lessons.

Site Plan and Parking

- The subject property is one of several suites inside the 2357 Hassell building and the space is approximately 5,300 square feet. There are no structural changes proposed to the tenant space. The space meets the Code requirements for Fire Safety and Accessibility.
- This request does not propose any modifications to the site plan or the exterior of the building. There are no outdoor student activities and no playground.
- There would be limited demand for parking from this use based on the project narrative. No students will drive to this location. This is not an open campus. Students typically arrive by taxi or Uber services or by a small bus. Many of the teachers visit students in their home and will not be on campus throughout the day.
 - The Petitioner anticipates using 18 to 20 spaces on a daily basis based on their maximum on-site staffing and occasional visitors. The parking guidelines in Chapter 10-5-2-B-1 of the Municipal Code indicates 21 parking spaces would be necessary for an office use of this size.
- The Petitioner has identified two possible traffic routes to bring students to the front of the tenant space. Staff has no concerns with the routing of vehicles. There would be no bus stacking on site and there is a maximum of 15 student drop-offs and pick-ups daily. In addition, the Petitioner indicates drop-off/pick-up times vary based on individual student schedules. Expected drop-off times are between 8:30 a.m. until noon, with no more than 3 to 5 drop-offs at any given time. Typically, students arrive one student at a time. Expected pick-up times are between noon and 2:30 p.m., with no more than 3 to 5 pick-ups at any given time. Typically, students are picked-up one at a time. Wallace Academy coordinates directly with school districts for transportation services and timing.
- The main entrance to the suite is on the north side of the building and is an Accessible entry. There is an Accessible parking stall directly adjacent to the entrance.

STANDARDS FOR A SPECIAL USE

No special use shall be recommended by the Planning and Zoning Commission unless said Planning and Zoning Commission shall find:

1. That the establishment, maintenance, or operation of the special use will not be detrimental to or endanger the public health, safety, morals, comfort, or general welfare;
2. That the special use will not be injurious to the use and enjoyment of other property in the immediate vicinity for the purposes already permitted, nor substantially diminish and impair property values within the neighborhood;
3. That the establishment of the special use will not impede the normal and orderly development and improvement of surrounding property for uses permitted in the district;
4. That adequate utilities, access roads, drainage, and/or necessary facilities have been or are being provided;
5. That adequate measures have been or will be taken to provide ingress or egress so designed as to minimize traffic congestion in public streets; and
6. That the special use shall in all other respects conform to the applicable regulations of the district in which it is located, except in each instance as such regulations may be modified by the Village Board pursuant to the recommendation of the Planning and Zoning Commission.

RECOMMENDED CONDITIONS

If the Planning and Zoning Commission recommends approval of the request, staff recommends the following conditions be included:

1. The Special Use to operate a Private Education Facility shall be granted solely to Wallace Academy.
2. The Academy operations shall significantly conform to the Project Narrative and Program Description included as part of the Petitioner's application.
3. The Special Use shall be established within one year form the date of granting by the Village Board or the special use shall be revoked.
4. No bus parking shall be permitted on site.
5. There shall be no stopping, standing, or stacking of vehicles in the drive aisles or along the curb in the fire lanes. The petitioner shall manage all taxi and bus operations on the site so as not to disrupt site circulation or block parking areas. If the Village determines that there are problems, as witnessed by illegal parking or standing on the property, the Village shall have the right to require signage, site modifications, or other measures to remedy the problem.

Attachments: Petitioner's Application and Submittal
Location Map

Exhibit A
2357 Hassell Road
PIN: 07-07-200-258-0000



Legend

-  Subject Property
-  Parcels



Planning and Transportation Division
Department of Development Services
April 2023



VILLAGE OF HOFFMAN ESTATES PLANNING AND ZONING GENERAL APPLICATION

PROJECT NAME: Wallace Academy

ADDRESS: 2357 Hassell Rd., Suite 204, Hoffman Estates, IL, 60169

PROPERTY INDEX NO.: 07-07-200-258-0000

PROPERTY ACRES: 2 acres **ZONING:** Business

PROJECT DESCRIPTION: Wallace Academy

REQUESTS BEING MADE (check all that apply):

Application Type	Subtype	Addendum
<input type="checkbox"/> ANX - Annexation	N/A	N/A
<input type="checkbox"/> MSP - Master Sign Plan	<input type="checkbox"/> New <input type="checkbox"/> Amendment	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> PLAT - Subdivision	<input type="checkbox"/> Non-Residential Preliminary <input type="checkbox"/> Non-Residential Final <input type="checkbox"/> Non-Residential Preliminary/Final	<input type="checkbox"/> Residential Preliminary <input type="checkbox"/> Residential Final <input type="checkbox"/> Residential Preliminary/Final
<input type="checkbox"/> PLAT - Other	Type _____	N/A
<input type="checkbox"/> RPD Amendment	N/A	N/A
<input type="checkbox"/> REZ - Rezoning	From _____ to _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> SPR - Site Plan Review	<input type="checkbox"/> Preliminary Concept <input type="checkbox"/> Preliminary	<input type="checkbox"/> Final <input type="checkbox"/> Preliminary/Final
<input type="checkbox"/> SPA - Site Plan Amendment	<input type="checkbox"/> Staff Review <input type="checkbox"/> Administrative Review	<input type="checkbox"/> Minor Amendment <input type="checkbox"/> Major Amendment
<input checked="" type="checkbox"/> SU - Special Use	<input type="checkbox"/> Listed Use (please list) _____	<input checked="" type="checkbox"/> Use Not Cited (please list) Education _____
<input type="checkbox"/> TA - Text Amendment	<input type="checkbox"/> Subdivision Code <input type="checkbox"/> Zoning Code	<input type="checkbox"/> Other (please list) _____
<input type="checkbox"/> VAR - Variation	<input type="checkbox"/> Non-Residential <input type="checkbox"/> Residential <input type="checkbox"/> Sign	<input type="checkbox"/> Yes <input type="checkbox"/> No

I. Owner of Record

Joseph Caruso

Caruso Development Corp

Name

Company

2314 W Higgins Rd

Hoffman Estates

Street Address

City

Illinois 60169

847-352-5000

joe@carusodevelopment.com

State

Zip Code

Telephone Number

Email

II. Applicant (if not the owner)

Dana Fair

Wallace Academy

Name

Firm/Company

2357 Hassell Rd., Suite 204

Hoffman Estates

Street Address

City

IL 60169

(773) 936-6651

dfair@wallaceacademy.net

State

Zip Code

Telephone Number

Email

Applicant's relationship to property: lease

III. Authorized Agent on Behalf of the Owner or Applicant

Dana Fair

Wallace Academy

Name

Firm/Company

2357 Hassell Rd., Suite 204

Hoffman Estates

Street Address

City

IL 60169

(773) 936-6651

dfair@wallaceacademy.net

State

Zip Code

Telephone Number

Email

IV. Owner Consent for Authorized Representative

It is required that the **property owner or designated representative** be at all requests before the Planning and Zoning Commission (PZC). During the course of the meeting, questions may arise regarding the overall site, site improvements, special conditions to be included in a PZC recommendation, etc. The representative present must have knowledge of the property and have the authority to make commitments to comply with any and all conditions included in the PZC recommendations. Failure to have the owner or designated representative present at the meeting can lead to substantial delays in the hearing process. **If the owner cannot be present at the meeting, the following statement must be signed by the owner:**

I understand the requirement for the owner or an authorized representative to be present at the meeting with full authority to commit to requests, conditions and make decisions on behalf of the owner. I hereby authorize the following person(s)/firm(s) to act on my behalf and advise that he/she has full authority to act as my/our representative.

Dana Fair, Wallace Academy

Rabjie Hajdini, Wallace Academy

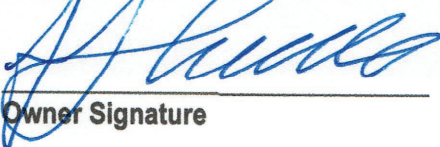
Name/Firm

Name/Firm

Clayton Berg, Wallace Academy

Name/Firm

Name/Firm


Owner Signature

Joseph Caruso

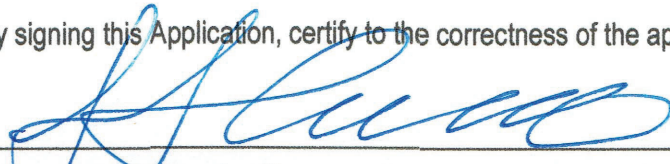
Print Name

IV. Acknowledgement(s)

- Owner, applicant and authorized representatives may include other team members (consultants, brokers, tenants, etc.) that may be called upon to present at public meetings before the Planning and Zoning Commission and Village Board.
- Applicant acknowledges, understands and agrees that under Illinois law, the Village President (Mayor), Village Trustees, Village Manager, Corporation Counsel and/or any employee or agent of the Village or any Planning and Zoning Commission member or Chair, does not have the authority to bind or obligate the Village in any way and therefore cannot bind or obligate the Village. Further, Applicant acknowledges, understands and agrees that only formal action (including, but not limited to, motions, resolutions and ordinances) by the Board of Trustees, properly voting in an open meeting, can obligate the Village or confer any rights or entitlement on the applicant, legal, equitable or otherwise.
- Planning and Zoning Commission members and Village Staff often conduct inspections of subject site(s) as part of the pre-hearing review of requests. These individuals will be carrying official Village identification cards that can be shown upon request.

The Owner and Applicant, by signing this Application, certify to the correctness of the application and all submittals.

Owner's Signature: _____



Owner's Name (Please Print): _____

Joseph Caruso

Applicant's Signature: _____

(If other than Owner)



Applicant's Name (Please Print): _____

Dana Fair

Date: _____

MARCH 13, 2023

IV. Application and Document Submittals

All required application materials should be submitted to the Planning & Transportation Division in electronic format via email to planning@hoffmanestates.org. Staff will notify the applicant if full size plan submittals are also required for a particular project review. Submittal requirements can be found in Subdivision Code, Section 10-6 of the Village's Municipal Code.

All applications fees must be paid before the Planning and Zoning Commission can hear any case.

Please contact the Planning & Transportation Division with any questions:

Email: planning@hoffmanestates.org.

Address: 1900 Hassell Road
Hoffman Estates, IL 60169

Phone: (847) 781-2660

Wallace Academy Standards of Special Use Responses

1. The establishment, maintenance or operation of the Special Use will not be detrimental to or endanger the public health, safety, morals, comfort or general welfare.
2. The Special Use will not be injurious to the use and enjoyment of other property in the immediate vicinity for the purposes already permitted, nor substantially diminish and impair property values within the neighborhood.
3. That the establishment of the Special Use will not impede the normal and orderly development and improvement of surrounding property for uses permitted in the district.
4. That adequate utilities, access roads, drainage, and/or necessary facilities have been or are being provided.
5. That adequate measures have been or will be taken to provide ingress or egress so designed as to minimize traffic congestion in public streets.
6. That the Special Use shall in all other respects conform to the applicable regulations of the district in which it is located, except in each instance as such regulations may be modified by the Village Board pursuant to the recommendation of the Planning and Zoning Commission.

Wallace Academy Standards of Special Use Responses

1. The establishment, maintenance or operation of the Special Use will not be detrimental to or endanger the public health, safety, morals, comfort or general welfare.

The establishment, maintenance, and operation of Wallace Academy will comply with all applicable laws, regulations, and codes. There will be minimal traffic congestion and/or noise pollution, as Wallace Academy students are on an adjusted schedule and are typically dropped off and picked up one at a time (with no more than 3-5 cabs present at any given time). Due to the nature of the student population (students that demonstrate school refusal behavior), most student activities take place off site and within student homes or within their communities. There are safety measures in place to ensure the safety and well being of students and staff. Upon arrival and departure, students and staff are required to sign in and out of the building for security purposes. Wallace Academy uses the "I Love You Guys" Foundation for Standard Response Protocol and will work with local law enforcement on any additional safety measures that need to be in place. Wallace Academy aims to be a beneficial and responsible member of the community and will not have a negative impact on the public health, safety, morals, comfort, or general welfare of the community. Wallace Academy intends to create educational opportunities and rewarding jobs within the community.

2. The Special Use will not be injurious to the use and enjoyment of other property in the immediate vicinity for the purposes already permitted, nor substantially diminish and impair property values within the neighborhood.

Daily activity, traffic, and noise is minimal and will not disrupt the use and enjoyment of neighboring properties. As a private therapeutic day school serving students that demonstrate school refusal behavior (which translates to most activity occurring off site) from a variety of districts within a one hour radius, the location is appropriate. Wallace Academy intends to provide rich educational opportunities, give back to the community, and partner with appropriate organizations and agencies within the community.

3. That the establishment of the Special Use will not impede the normal and orderly development and improvement of surrounding property for uses permitted in the district.

The property's location and design are appropriate for the surrounding area and will not hinder the development of nearby properties. The parking and traffic flow (outlined in the attached image) will not negatively impact neighboring properties or impede their development. Wallace Academy aims to contribute positively to the local economy on a

consistent basis through job creation, tax revenue, local sourcing, community engagement, and through the economic multiplier effect.

4. That adequate utilities, access roads, drainage, and/or necessary facilities have been or are being provided.

Necessary infrastructure and facilities are in place to support the operation of the school. Wallace Academy will have access to adequate utilities such as water, sewer, electricity, and gas. Access roads leading to the school are sufficient to accommodate traffic flow and there are no safety concerns for pedestrians and vehicles. The parking lot and available parking spaces accommodate the needs of the school. Wallace Academy will have the ability to operate safely and effectively so that the needs of the students and staff can be met while also minimizing any potential impact on the surrounding community.

5. That adequate measures have been or will be taken to provide ingress or egress so designed as to minimize traffic congestion in public streets.

Traffic flow will be managed in a way that does not impact the surrounding community (refer to the attached image). There will be minimal traffic congestion, as Wallace Academy students are on an adjusted schedule there are no identified peak periods, and they are typically dropped off and picked up one at a time (with no more than 3-5 cabs present at any given time). Due to the nature of the student population (students that demonstrate school refusal behavior), most student activities take place off site and within student homes or within their communities. Additionally, the landlord of the property has agreed, per the lease agreement, to a designated taxi parking space near the entrance; this will mitigate congestion as well.

6. That the Special Use shall in all other respects conform to the applicable regulations of the district in which it is located, except in each instance as such regulations may be modified by the Village Board pursuant to the recommendation of the Planning and Zoning Commission.

Wallace Academy complies with zoning laws, building codes, and regulations unless the Village Board modifies them based on the recommendation of the Planning and Zoning Commission. Wallace Academy plans to operate within the established regulatory framework of the district, intends to operate in a manner consistent with the surrounding community, and understands that any modifications to those regulations must be approved by the appropriate governing bodies.

Wallace Academy Project Narrative
Special Use Addendum

Use: Wallace Academy is a Private Therapeutic Day School slated to open on June 20th, 2023. The school serves approximately 50-75 students; all students that attend Wallace Academy have special needs and have been referred due to chronic absenteeism. The program is blended with in-person learning as well as remote (online) learning to support this acute population of learners that struggle to attend school. As well, staff members visit students in their homes and in the community on a daily basis. Hence, the anticipated number of students attending on a regular basis would not exceed 15. There is a detailed program description attached.

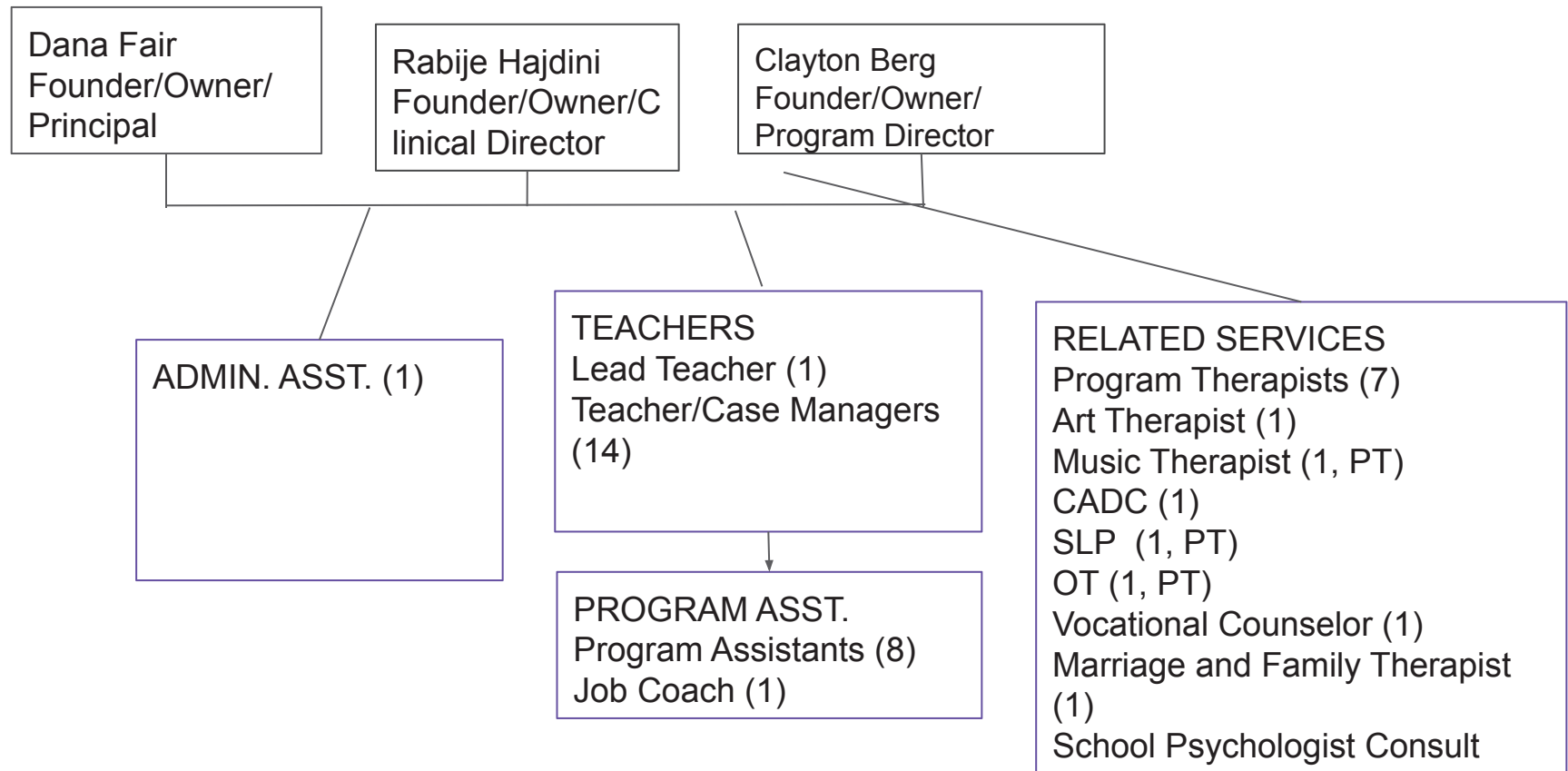
Hours of Operation: Monday-Friday 8:00 AM - 4:00 PM with school holidays and breaks. A detailed calendar is attached.

Parking Demand: Once fully staffed, there will be 36 staff members. Approximately half of the staff members will be in the building and require a parking spot at any given time due to the frequency of home visits and community-based visits that they will be engaged in throughout the school day. Wallace Academy is not an open campus, so students will not be parking at the school. Meetings with district representatives and parents are scheduled one at a time; two parking spaces will be needed for a district representative or parent at any given time. In short, the number of parking spaces needed is 18-20. A detailed organization chart is attached.

Student Drop Off/Pick Up: Wallace Academy supports students from approximately 30 surrounding school districts. Students are most often transported by taxi, and on occasion by a small bus. The number of daily student drop offs/pick ups will not exceed 15. Student drop off and pick up times can vary, as students are on an adjusted school schedule to meet their needs.

Safety Considerations: Upon arrival and departure, students and staff are required to sign in and out of the building for security purposes.

Wallace Academy Organizational Chart



Wallace Academy

Nonpublic Special Education

Written Program Description

Program History

Wallace Academy is a solution for an identified, growing need in special education for students struggling with school refusal behavior and chronic absenteeism stemming from school anxiety, medical fragility, and social and emotional challenges that impact their ability to function in a public education setting. Students attending Wallace Academy may be identified with Autism Spectrum Disorder, Specific Learning Disability, Emotional Disturbance, and Other Health Impairment. Students appropriate for Wallace Academy have an existing Individualized Education Plan (IEP) and are typically at risk for a more restrictive placement. Wallace Academy integrates school, family, and community partnerships in order to deliver a blended model of therapeutic and academic services in the school building, online, in students' homes, and in the community.

Mission/Vision Statement

Wallace Academy's vision is to create a community of learners that are empowered with the skills and resources needed to maximize independence and reach their fullest potential in school and in life. We aim to accomplish this through a commitment to our mission: Wallace Academy believes in creating a safe and nurturing environment that redefines education, instills hope in families, and unconditionally supports every student. Wallace Academy unites school, family, and the community to provide holistic, individualized, high quality academic and therapeutic support. We have core values that guide our work: students come first, we use narrative practices, we care about our people, and we advocate for students and foster their self-advocacy skills. Upon intake, the principal, clinical director, and program director collaborate with the student's team, the student, the district, and the family to curate an individualized plan. While the program goal is to transition students to a less restrictive environment, the greater goal is to equip each student and family with the skills and linkages needed for continued success in life.

Purpose and Scope

The purpose of the program is to reintegrate students into a less restrictive school environment. Class sizes are small (five students per caseload), and all staff meet or exceed Illinois certification requirements. Wallace Academy offers a standard curriculum of Reading, Language Arts, Mathematics, Science, Social Studies, and Physical Education in both a virtual learning and classroom environment. As well, there are a variety of electives offered based on individual student graduation requirements and the student's IEP. Personalized, frequent assistance is provided to support students in accessing the general curriculum; this includes creating instruction through video lectures and modules. Teachers and students have the ability to interact through discussion boards, team boards for collaborative work, and individual forums. All interactions are fully visible to the teachers and therapists, which enables effective attendance procedures and swift intervention when needed. Student age,

adverse effects of the identified disability, developmental level, and living situation are thoroughly assessed to ensure an appropriate level of supervision during traditional school hours to maintain compliance with Illinois School Code compliance for remote educational programs.

A school-wide behavior management system will be used: point sheets that are tied to the Positive Youth Development Framework provide a structure for delivering consistent, positive and constructive behavioral feedback while building student confidence through a leveling system. The six C's (Connection, Confidence, Character, Caring, Contribution, Competence) are used as categories for providing feedback. There is also a category titled "Personal Goal," which will align with the student's Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP). An FBA and BIP will be developed and implemented with fidelity for each student requiring additional behavioral support. Staff will be trained in effective behavior management strategies and crisis prevention methods. This system is used for data collection and is oriented with criteria for reintegration.

Students participate in a leveling system that guides reintegration and movement toward a less restrictive environment. Each level within the system has set criteria for placement within the level; for example, students need to maintain a specific percentage of attendance, grades, and therapeutic participation in order to move up a level. As students move up levels, they increase independence, support is faded, and the team reviews data for potential reintegration.

Program Overview

Wallace Academy serves students in grades K-12. There will be six instructional hours per day and 176 days in the school year. Extended school year will include six instructional hours per day and twenty days of school. Caseloads include five students per teacher. Wallace Academy serves seventy-five students in total. Six month (and additional as needed) update IEP meetings will be held and district partners will agree to the Remote Education Program Considerations (attached). Year round programming and summer school is offered.

Disability and Instructional Style

Eligibility categories serviced include: Autism Spectrum Disorder, Specific Learning Disability, Emotional Disturbance, and Other Health Impairment. In alignment with Wallace Academy's guiding principle of narrative practices, support and services for students are not predetermined based on eligibility category or disability. Upon intake, the multidisciplinary team assesses the student in the areas of academic, behavioral, and social emotional functioning. Programming appropriate to the student's needs, in alignment with student's IEP goals, is provided. Progress is monitored weekly through a goal tracking system and reported quarterly to all members of the IEP team.

All students receive daily instruction based on their district's specific graduation requirements. Content of the curriculum can be modified in order to meet the instructional levels of students determined by both progress monitoring data and accommodations. Curriculum and instruction engages students in a way that makes connections to their personal lives, promotes high level thinking skills, and provides ample opportunity to practice

skills. State requirements are offered to students, and each student transcript is analyzed to ensure that the appropriate courses are assigned to lead to graduation from the home district. Core classes and electives are offered through a variety of platforms (both virtually and in person) and through synchronous and asynchronous formats, all based on individual student need. Wallace Academy provides every student with a Chromebook and GAFE account upon enrollment. In addition to the curriculum and various platforms, teachers will be adept in using additional technologies and resources to support instruction.

Wallace Academy uses research-based instructional strategies for students across all eligibility categories of Autism Spectrum Disorder, Specific Learning Disability, Emotional Disturbance, and Other Health Impairment:

- **Differentiation:** Teachers aim to differentiate for each student based on their development level both academically and emotionally. Through collection of baseline information, teachers are able to design instruction to meet the needs of unique learners. Modification is imperative to supporting students through the curriculum, and it is guided by data. Differentiation supports students with ASD, SLD, ED, and OHI.
- **Technology:** The teachers follow the Substitution, Augmentation, modification, and Redefinition (SAMR) model when integrating technology into the classroom. A strong framework for technology integration is crucial to making learning meaningful when using technology; technology is used to personalize learning, support learning objectives, and provide students with the opportunity to practice skills that are necessary for the modern work world. Technology in the classroom is used to support students with ASD, SLD, ED, and OHI.
- **Behavior Management:** Through the Positive Youth Development Framework and the use of point sheets, teachers are able to model behavior, provide consistent positive and constructive feedback to students, and establish structure for each classroom. Teachers champion students to develop prosocial behaviors and to use self-regulation and coping strategies to self-monitor and manage their own behavior as they increase independence in this area. Behavior management systems support students with ASD, SLD, ED, and OHI.
- **Professional Learning and Development:** Teachers are expected to attend various conferences, workshops, and professional learning opportunities in order to expand their knowledge of strategies for supporting specific populations of learners that attend Wallace Academy, as well as disperse knowledge to the teacher team upon return. Professional learning and development supports students with ASD, SLD, ED, and OHI.
- **Cooperative Learning:** To build skills and improve understanding of content, learning experiences that are cooperative are curated; students work in groups with other students that have varying levels of ability and experience a level of

accountability and interdependence not present in independent learning. Cooperative learning supports students with ASD, SLD, ED, and OHI.

- Reading Comprehension: Teachers use questioning and discussion techniques, inferring, clarifying, differentiation, visualizing-organizing, and summarizing in order to support students with ASD, SLD, ED, and OHI.
- Math Strategies: Teachers use manipulatives, visuals, differentiation, meta-cognition, story problems, and timely feedback to support students with ASD, SLD, ED, and OHI.
- For students with Autism, social stories, emotional regulation techniques prior to the start of the lesson, literature-based instruction, visual cues, peer tutoring, modeling, self-monitoring/self-assessment, computer-assisted instruction, repeated reading, and activation of prior knowledge are research-based instructional strategies that will be utilized to support students with autism. For mathematics, the schematic strategy will be used; schema-based method focuses on the grasp of procedural concepts and building on step-by-step skills alongside visual representations (graphs and diagrams) and numerical equations. Three aspects of mathematical instruction will be emphasized to support students with autism: the technique of solving problems in writing and pairing with images, color coded images (concrete scheme), and clearly defining each step of the question to build on content knowledge and procedural skills. Flashcards and real-life problems are also evidence-based strategies for supporting students with autism in the classroom.
- The use of multimedia resources produces enhancement in mathematical skills for students with a Specific Learning Disability in Mathematics. Cognitive strategy instruction also improves performance for this population of students; cognitive strategies for problem solving assists students in completing all steps within a problem while increasing self-regulation. Attention is focused on semantic and linguistic information of a problem's structure and provides a way to solve the problem. Modeling and explicit instruction are used, and the steps are broken down over two days. An eclectic approach to teaching math will be used as well; this is a conceptual approach that draws upon multiple theories and styles and applies those to problems, rather than committing to a linear or rigid model.
- For students with a Specific Learning Disability in Reading, visual strategies such as group story-mapping will be used. By identifying main components for recording a story, students are able to better comprehend text and visualize connections between ideas. Repeated readings instruction is an additional effective strategy for supporting students in building both their oral reading

fluency and reading comprehension.

- For students with emotional disabilities, preventative planning for classroom management is crucial; teachers will define classroom routines and expectations and add structure and predictability. This includes structured lesson planning, accommodations and modifications that match students' varied ability levels, expectations that include anticipated outcomes, and classroom design that minimizes distraction. Teachers will provide context (a rationale for the lesson), explicit modeling that leads to guided practice and increased engagement, and consistent feedback throughout the lesson as core elements of the lesson design to support students within this eligibility category. As well, a combination of auditory and visual signals is an effective way to gain student attention to give direction or begin a transition. Activities that promote active engagement and high frequency of successful responses, student choice, flexible academic work schedules, and time-based check-ins are all features of a lesson that increase motivation and support students with emotional and behavioral challenges.
- There is an extensive variety in terms of potential supports for students that fall within the category of Other Health Impairment, as impairments can range from physical impairments and medical fragility to attention deficits. Some general instructional strategies that can be used in the classroom include brief assignments with timely feedback, defined rules and expectations, auditory cues, scheduled time for physical activity, simplified tasks, extended time, seating in close proximity to teacher/instruction, daily and weekly schedules, assistive technology, and structure and consistency.

Related Services

A range of related services will be available to meet individual student needs. These include: Art Therapy, Speech Therapy, Occupational Therapy, Vocational Counseling, Family Counseling, Psychological Consultation, Post-Secondary Transition Services, Individual Therapy, and Group Therapy. Each student is assigned an individual therapist who meets with the student at least once per week, as delineated in the IEP (and for more time throughout the week if needed). Students are also assigned to the appropriate group therapies based on IEP team recommendations. Family Therapy is central to ensuring a strong partnership between school and home. Congruent with academic instruction delivery, therapeutic services are offered through digital forums, in-home forums, and in the school building. The goal of Wallace Academy is to transition students from a state of chronic non-attendance to participation in-person at a public or private school. The relationships built between the teacher/case managers, therapy staff, students, and families will be central to fostering in-building participation. Students have the ability to advance at a pace that is beneficial to them; video calls, live lessons and groups, and adjusted in-building schedules can be used to effectively promote in-building participation. Therapy goals are developed and monitored. Progress toward goals is reported out quarterly.

Programmatic Outcomes

The overarching goal of Wallace Academy is to successfully reintegrate students into a less restrictive environment. Criteria to meet this goal is driven by individual student needs and the recommendations of the IEP team. General guidelines to transition out of the program include at least 90% attendance on average throughout a quarter, passing all courses, demonstrating positive behaviors, meeting 90% of IEP goals, IEP team recommendations, student and parent input, and frequent checkpoints to review related data.

Data collected for students transitioning into a less restrictive environment will be reviewed by the administrative team quarterly. A master spreadsheet will be used to maintain an accurate record of the way in which each student exited the program and will be coded accordingly (positive, negative, or neutral); information regarding each student's length of time in the program and progress toward transition will be kept within a tab of the spreadsheet. Data collection related to mastery of IEP goals is dependent on the type of goal and the way in which the goal is written. A variety of resources are used to obtain this information, including: observations, point sheet data collection, homework assignments, work samples, curriculum based assessments, transition assessments, attendance data, academic work completion rate data. The therapy team collects data through direct observation, progress notes following therapy sessions, classroom observations, and work samples.

Program Goal #1: By the end of their second year at Wallace Academy, 80% of students will begin reintegration to a less restrictive environment.

Reintegration to a less restrictive environment includes graduating high school, reintegration into the student's home district, and post-secondary linkages.

Program Goal #2: By the end of their first year at Wallace Academy, students will master 90% of their IEP goals.

IEP goals can be academic, therapeutic, and/or behavioral in nature, and all goals align with the student's self-determined transition plan and post-secondary outcomes statements as determined by the IEP team.

Data Collection

Student data is collected and extrapolated on an individual student basis and also as aggregated information. Data drives decisions related to professional learning, training, and adjustments to improve the program. Due to the frequent (six month and additional as needed) update IEP meetings, data is progress monitored and shared regularly; it is also available upon request. Each teacher/case manager reports on data weekly through update emails sent to both the family of the student and the district partner at the end of each week.

Philosophy and Methodology for Reintegration

Wallace Academy employs evidence-based therapeutic and behavioral interventions to transition students into a less restrictive environment. Using a multi-tiered system of support,

services and interventions are increased or faded based on data related to individual student progress and identified target skills. Each student that is recommended for outplacement comes with an IEP that serves as a guide for equipping the student to master the skills necessary for transition to a less restrictive environment. The multifaceted IEP team determines the resources needed to successfully support the student, including considerations for frequency of home visits, community-based visits, and the delivery of blended instruction/therapeutic intervention. The population of students that Wallace Academy serves demonstrates difficulty in accessing general education and attending school in a traditional manner. Students at Wallace Academy are empowered to learn skills, apply them in a highly individualized and supported setting, and then generalize those skills in a less restrictive setting.

Transition to a less restrictive setting is best executed gradually and within a timeframe that the IEP team is comfortable with. A high level of communication amongst the IEP team during a transition is necessary in order to ensure the success of the student. Wallace Academy will partner with the school district to determine the resources needed for an effective transition, while also considering the use of strong community partnerships if deemed appropriate for the student's unique needs. Tracking reintegration is maintained through a spreadsheet detailing student outcomes when exiting the program.

WALLACE ACADEMY- Response to Project Review

Comments 4/07/23

PLANNING

1. We can provide the filing fee via debit card if possible; please let us know where to make payment.
2. There is no identified outdoor space for students. PE will take place within the building, in and around student homes, in the students community, and as an online option for students.

BUILDING

1. There is a one hour fire rated separation wall.
2. It is verified that a minimum 60% of entrance is ADA compliant. There are two ADA compliant means of egress.

ENGINEERING

N/A

FIRE PREVENTION

1. We do not need a separate fire sprinkler permit or any changes to the system.
2. We do not need a separate fire alarm permit or any changes to the system.

TRANSPORTATION PLANNING

1. Drop-off times vary based on individual student schedules. Expected drop-off times are between 8:30 AM- 12:00 PM, with no more than 3-5 cabs at any given time. Typically, cabs will drop off one at a time. Expected pick-up times are between 12:00-2:30 PM, with no more than 3-5 cabs at any given time. Typically, cabs will pick-up one at a time. Wallace Academy case managers coordinate directly with school district transportation. The fire department has indicated that there are no concerns with the bus route drop off/pick up.
2. Per the lease, the landlord has agreed to a designated bus/taxi parking space near the entrance.

ALTA/ACSM LAND TITLE SURVEY

OF PART OF THE NORTHEAST QUARTER OF SECTION 7, TOWNSHIP 41 NORTH, RANGE 10 EAST OF THE THIRD PRINCIPAL MERIDIAN, IN COOK COUNTY, ILLINOIS.

LEGAL DESCRIPTION
 LOT 1 IN HASSELL ROAD OFFICE PARK, BEING A SUBDIVISION OF PART OF THE NORTHEAST QUARTER OF SECTION 7, TOWNSHIP 41 NORTH, RANGE 10 EAST OF THE THIRD PRINCIPAL MERIDIAN, ACCORDING TO THE PLAT THEREOF RECORDED MARCH 19, 1999 AS DOCUMENT NUMBER 99266727, IN COOK COUNTY, ILLINOIS.

CONTAINING 183,215 SQUARE FEET, WHICH EQUALS 4.206 ACRES, MORE OR LESS.

ZONING INFORMATION

THE FOLLOWING BULK ZONING REGULATIONS ARE BASED ON THE CURRENT ZONING ORDINANCE OF THE CITY OF HOFFMAN ESTATES. THE BULK ZONING REGULATIONS LISTED BELOW ARE OUR INTERPRETATION OF THE ASHES DOCUMENTS TO THE BEST OF OUR ABILITY. ANYONE MAKING DETERMINATIONS AS TO COMPLIANCE WITH APPLICABLE ZONING REGULATIONS SHOULD ALWAYS REFER TO THE ACTUAL DOCUMENTS AS WELL AS SEEK VERIFICATION FROM APPROPRIATE MUNICIPAL STAFF AND/OR LEGAL COUNSEL.

LOCATION: City of Hoffman Estates, Illinois

ZONE: B-2, Community Business District

B-2, COMMUNITY BUSINESS DISTRICT BULK ZONING REGULATIONS PER THE CITY OF HOFFMAN ESTATES

MIN LOT AREA	10,000 SF
MIN. OPEN SPACE	20% OF THE LOT AREA
MAX. BUILDING HEIGHT	45'
PARKING	4 SPACES PER 1,000 S.F. OF GROSS FLOOR AREA
SETBACKS :	
FRONT YARD	20'
REAR YARD	20'
SIDE YARD	THERE IS NO MIN. SIDE YARD REQUIREMENT EXCEPT WHEN ADJOINING A RESIDENTIAL DISTRICT, IN WHICH CASE IT IS THE SAME AS THE DISTRICT IT ADJONS (THIS PROPERTY ADJONS AN R-10 DISTRICT ON THE EAST, WHICH REQUIRES A 10' SIDE YARD).

NOTES :

1. THE SUBJECT PROPERTY IS SITUATED WITHIN "ZONE C, AREAS OF MINIMAL FLOODING" PER FEMA FLOOD INSURANCE RATE MAP, COMMUNITY PANEL NO. 1707100A-B, WITH AN EFFECTIVE DATE OF MAY 19, 1985, AND IS NOT LOCATED IN A SPECIAL FLOOD HAZARD AREA. NO FIELD SURVEYING OR ELEVATION STUDIES WERE PERFORMED TO VERIFY THE ABOVE DETERMINATION.
2. THIS PLAT WAS PREPARED UTILIZING A COMMITMENT FOR TITLE INSURANCE PREPARED BY TCBOR TITLE INSURANCE COMPANY, ORDER NO. 0003375431, WITH AN EFFECTIVE DATE OF OCT. 15, 2002. REFERENCES TO SCHEDULE B, ITEM _____ HEREON REFER TO SCHEDULE B OF SAID COMMITMENT.
3. THE PROPERTY IS SUBJECT TO A NON-EXCLUSIVE EASEMENT TO THE BENEFIT OF COMMONWEALTH EDISON COMPANY RECORDED NOV. 2, 1978 AS DOCUMENT NO. 24705062. SAID EASEMENT IS GRANTED OVER THE SUBJECT PARCEL AND OTHER PROPERTY, BUT ITS LOCATION IS NOT SPECIFICALLY DELINEATED (SCHEDULE B, ITEM 19).
4. THE COMMONWEALTH EDISON COMPANY EASEMENT LOCATION SHOWN HEREON AS PER DOCUMENT NO. 98474296 (SCHEDULE B, ITEM 21) IS BASED ON INTERPRETATION OF INTENT. THE DIMENSIONS INDICATED ON THE SKETCH WITHIN SAID DOCUMENT ARE INSUFFICIENT TO ACCURATELY LOCATE SAID EASEMENT.
5. WE FOUND NO VISIBLE SURFACE EVIDENCE OF SITE USE AS A SOLID WASTE DUMP, SUMP OR SANITARY LANDFILL.
6. WE ARE NOT AWARE OF ANY PROPOSED CHANGES IN STREET RIGHT-OF-WAY LINES ADJOINING THE SUBJECT PROPERTY.
7. THERE WAS NO OBSERVABLE SURFACE EVIDENCE OF RECENT EARTH MOVING WORK, BUILDING CONSTRUCTION OR BUILDING ADDITIONS.

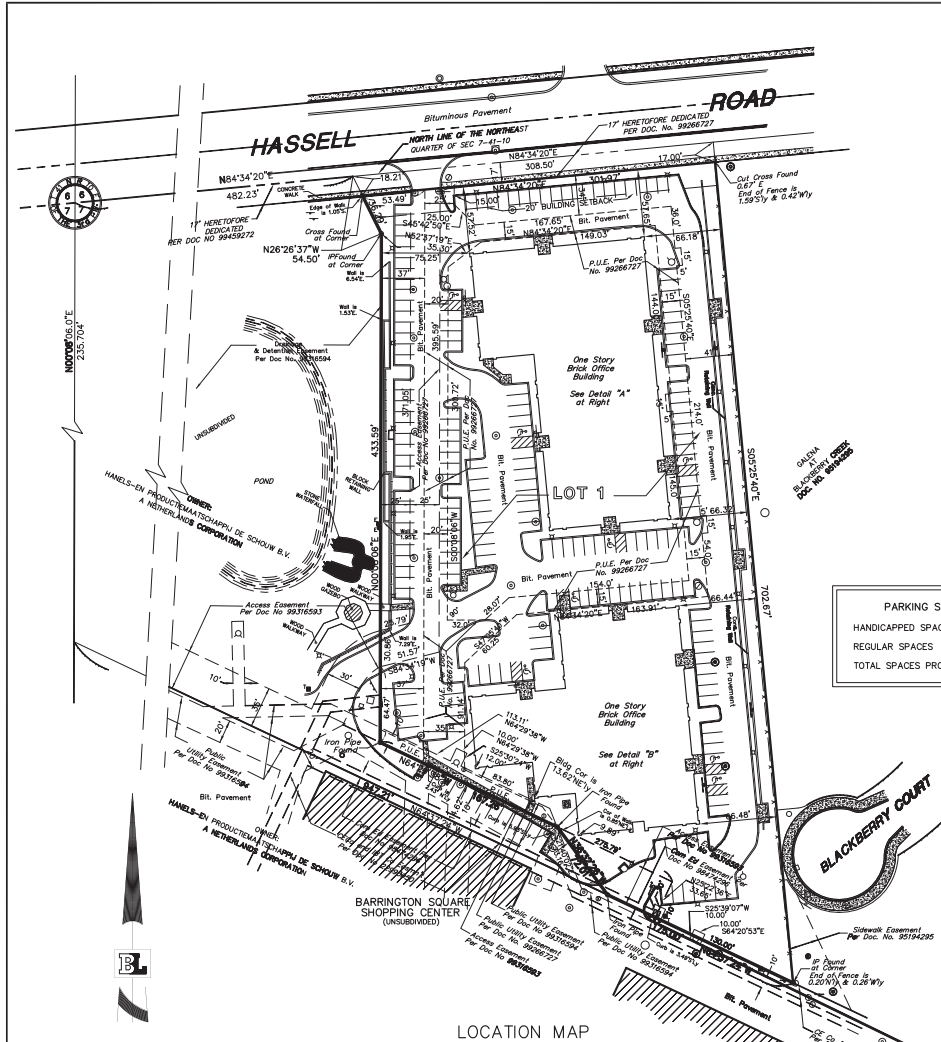
STATE OF ILLINOIS
 COUNTY OF DUPAGE

TO: BLACKBERRY FALLS PROFESSIONAL OFFICE PARK, L.L.C.
 TRINERT FINANCIAL FOR LUTHERANS, A WISCONSIN CORPORATION
 TCBOR TITLE INSURANCE COMPANY

WE, BOLLINGER, LACH AND ASSOCIATES, INC., ILLINOIS PROFESSIONAL DESIGN FIRM NO. 184011228, DO HEREBY CERTIFY THAT THIS MAP OR PLAT AND THE SURVEY ON WHICH IT IS BASED WERE MADE IN ACCORDANCE WITH MINIMUM STANDARD SETBACK REQUIREMENTS FOR ALTA/ACSM LAND TITLE SURVEYS, JOINTLY ESTABLISHED AND ADOPTED BY ALTA, ACSM AND NSPS IN 1999, AND INDICES ITEMS 1, 2, 3, 4, 5, 7a & 8, 9, 10, 11a, 13, 14, 15 AND 16 OF TABLE A THEREOF, PURSUANT TO THE ACCURACY STANDARDS AS ADOPTED BY ALTA AND ACSM AND IN EFFECT ON THE DATE OF THIS CERTIFICATION. UNDERSIGNED FURTHER CERTIFIES THAT THE POSITIONAL UNCERTAINTIES RESULTING FROM THE SURVEY MEASUREMENTS MADE ON THE SURVEY DO NOT EXCEED THE ALLOWABLE POSITIONAL TOLERANCE.

GIVEN UNDER OUR HAND AND SEAL AT OAK BROOK, ILLINOIS, THIS _____ DAY OF _____, A.D., 2002.

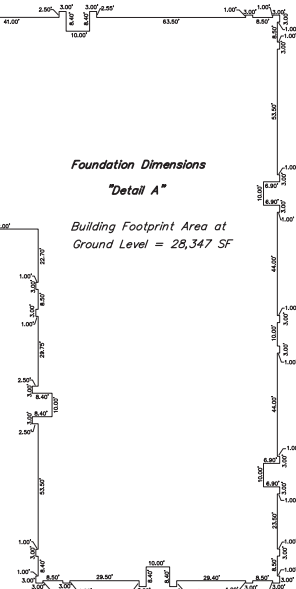
BOLLINGER, LACH & ASSOCIATES, INC.
 GILBERT B. EVANS, ILLS No 35-2885
 LICENSE EXPIRES 11-30-02



PARKING SPACES	
HANDICAPPED SPACES	8
REGULAR SPACES	183
TOTAL SPACES PROVIDED	191

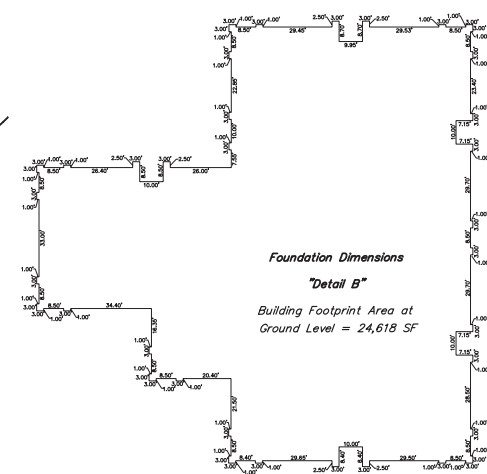
Foundation Dimensions "Detail A"

Building Footprint Area at Ground Level = 28,347 SF

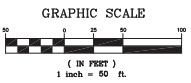
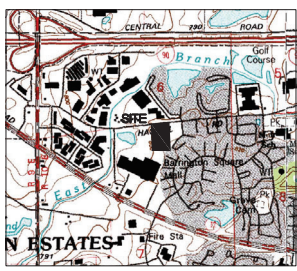


Foundation Dimensions "Detail B"

Building Footprint Area at Ground Level = 24,618 SF



LOCATION MAP



- LEGEND**
- LIMITS OF SURVEY
 - (0.00') RECORD DATA
 - (0.00') MEASURED DATA
 - P.U.E. PUBLIC UTILITY EASEMENT
 - MANHOLE
 - CATCH BASIN
 - FIRE HYDRANT
 - TRANSFORMER
 - TELEPHONE PEDESTAL
 - ELECTRIC PEDESTAL
 - ⊕ LIGHT POLE
 - ⊕ VALVE MANHOLE
 - VALVE

Bollinger, Lach & Associates, Inc.
 CONSULTING ENGINEERS AND LAND SURVEYORS
 1010 JORE BLVD OAK BROOK, IL 60023
 PHONE: (630)990-1385 FAX: (630)990-0038



REVISED:	10/15/02	PREPARED BY:	10-21-02
NO.:	1	DRAWN BY:	11/22/02
DATE:	11/22/02	PROJECT NO.:	419-266
FIELD BOOK:	07-13-13	FIELD DATE:	07-13-13
DRAWING TITLE:	BL/ALTA/ACSM		

BLACKBERRY FALLS OFFICE PARK
 ALTA/ACSM LAND TITLE SURVEY
 PART OF THE NE 1/4 OF SECTION 7, T. 41 N., R. 10 E.
 OF THE 3rd P.M., COOK COUNTY, ILLINOIS

LOT AREA SUMMARY:

LOT #1 95,788 SF (2.20 ACRES)
LOT #2 87,427 SF (2.01 ACRES)
TOTAL 183,215 SF (4.21 ACRES)

PARKING SUMMARY:

LOT #1 114 SPACES
LOT #2 77 SPACES
Additional 23 SPACES*
TOTAL 214 SPACES

*Located in Southerly Adjoiner

LOT 1
95,788 SF
(2.20 ACRES)

2353 HASSELL RD.
28,575 SF

LOT 2
87,427 SF
(2.01 ACRES)

2357 HASSELL RD.
24,742 SF

LOT 5: DUPAGE MEDICAL GROUP

POPULAR CREEK BOWLING



LOTS 1 & 2

BLACKBERRY FALLS

2353_2357 HASSELL ROAD

HOFFMAN ESTATES, IL

DATE 04.19.2021

REV#

PROJ# 9705.000.000

SHEET SK-1



Cab/bus will enter from Hassell Rd 1

After completing drop-off, cab/bus can exit onto Hassell Rd 4



Cab/bus will wait at designated location until drop-off location is clear 2

Students will be dropped off in the designated cab/bus parking spot, and enter through the north door 3



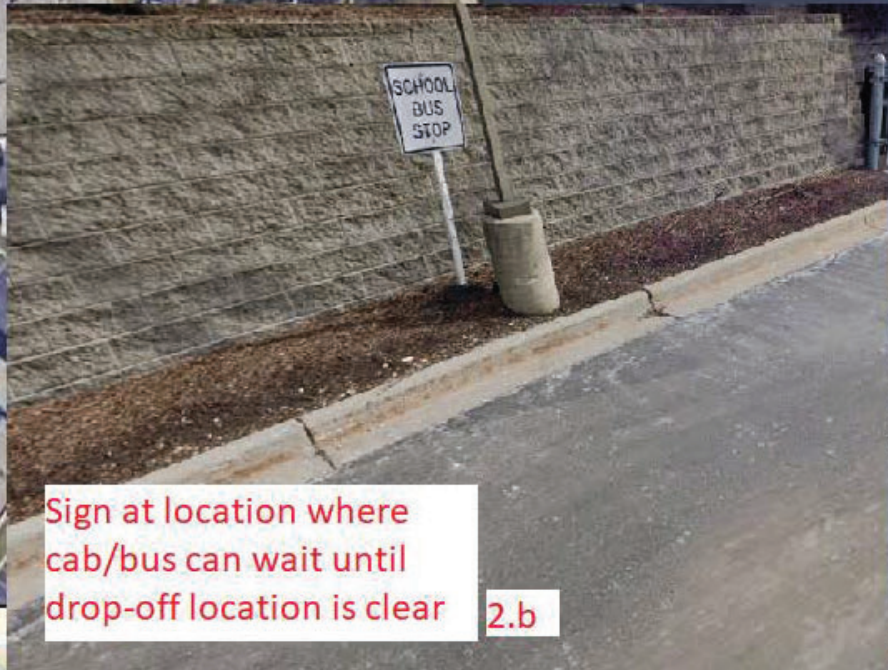


Cab/bus will enter from Hassell Rd 1



After completing drop-off, cab/bus can exit onto Hassell Rd 4

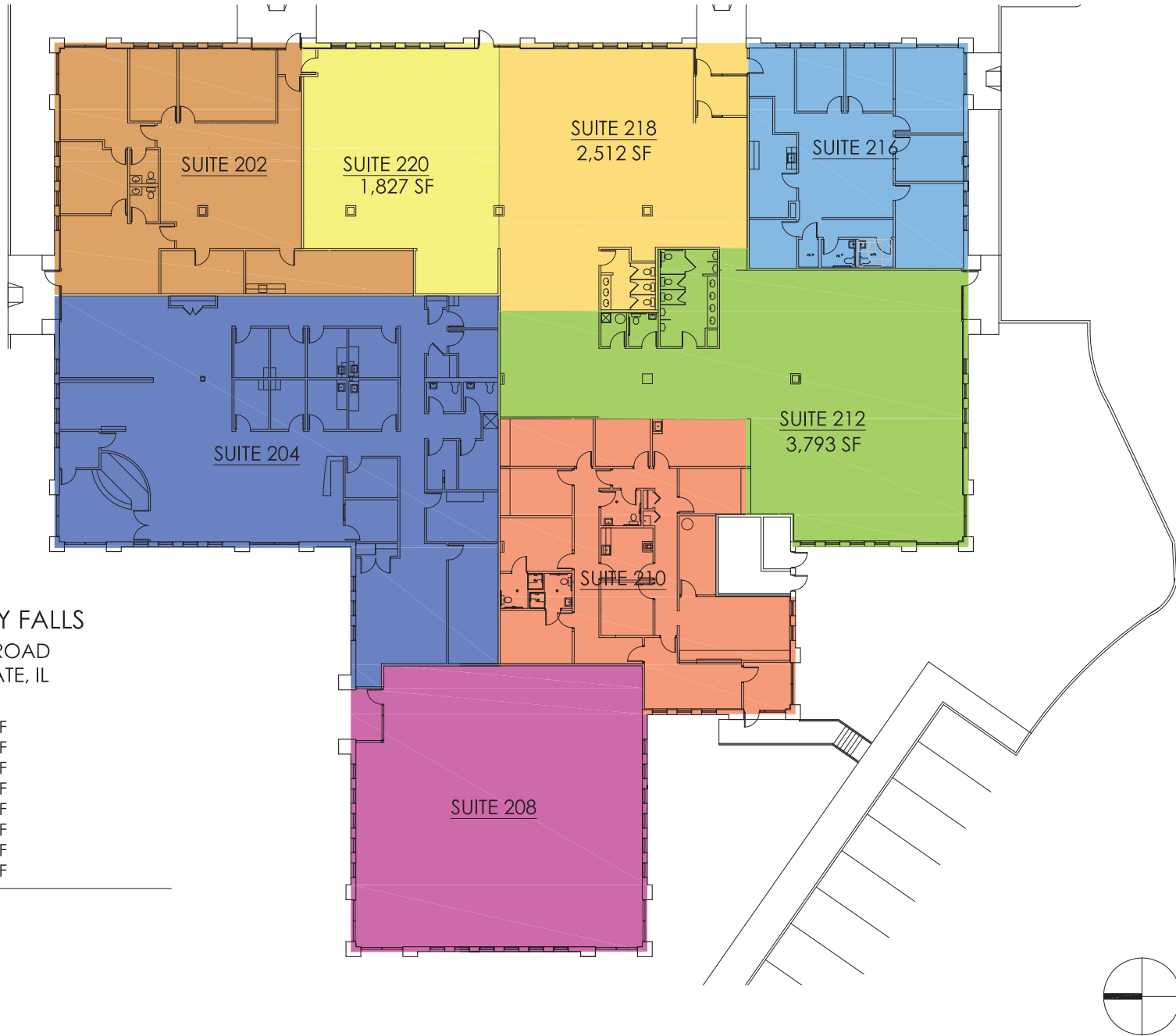
Cab/bus will wait at designated "school bus stop" location until drop-off location is clear 2.a



Sign at location where cab/bus can wait until drop-off location is clear 2.b

Students will be dropped off in the designated cab/bus parking spot, and enter through the north door. 3





BLACKBERRY FALLS
2357 HASSELL ROAD
HOFFMAN ESTATE, IL

- SUITE 202 : 2,816 SF
- SUITE 204 : 5,376 SF
- SUITE 208 : 3,456 SF
- SUITE 210 : 2,895 SF
- SUITE 212 : 3,793 SF
- SUITE 216 : 2,067 SF
- SUITE 218 : 2,512 SF
- SUITE 220 : 1,827 SF

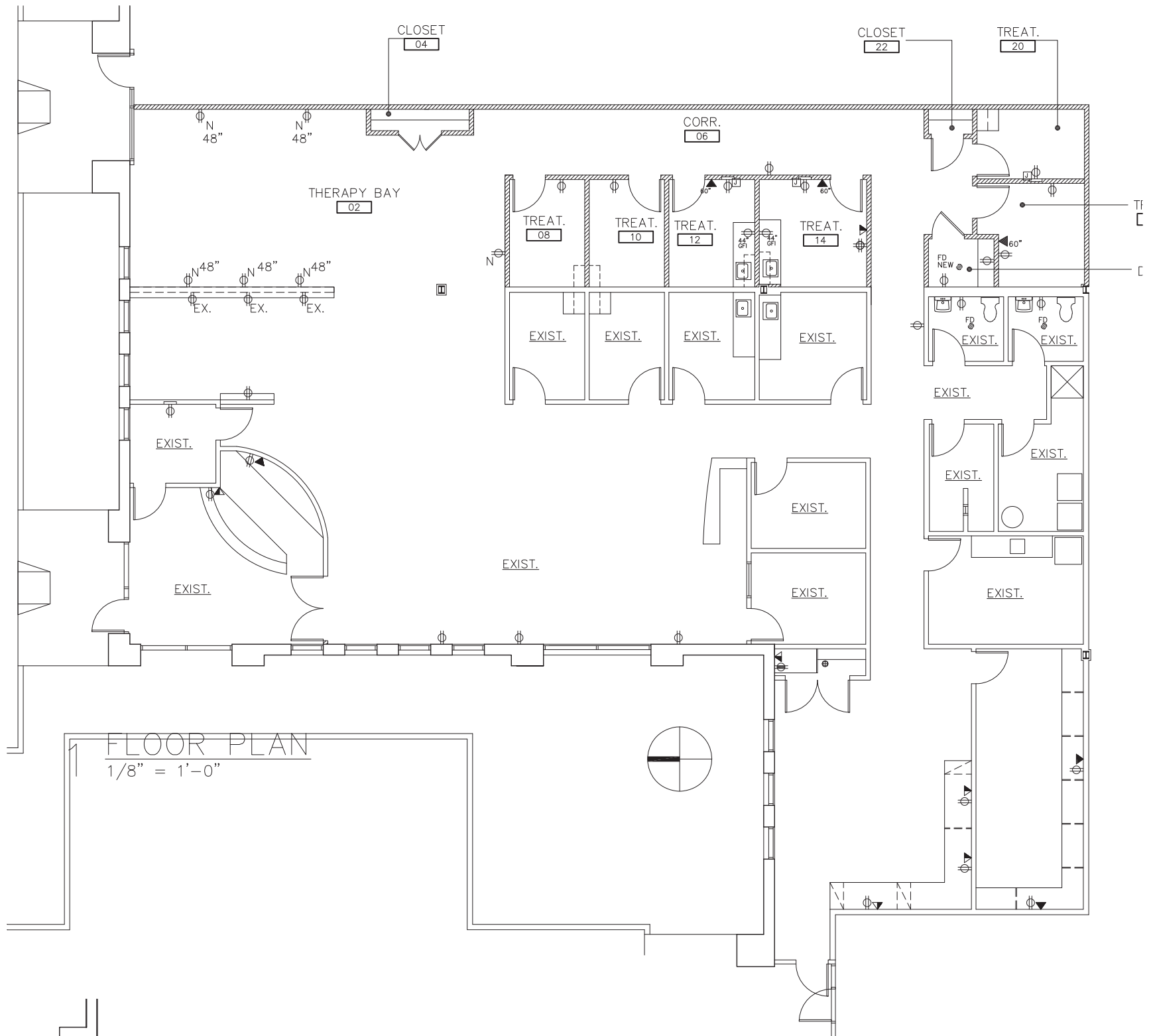
TOTAL : 24,742 SF



LEASE PLAN

BLACKBERRY FALLS
2357 HASSELL ROAD
HOFFMAN ESTATES, IL

DATE 12.08.2020
REV#
PROJ# 9819.000.000
SHEET SK120820.1



FLOOR PLAN
 1/8" = 1'-0"

CLOSET
 04

CLOSET
 22

TREAT.
 20

CORR.
 06

THERAPY BAY
 02

TREAT.
 08

TREAT.
 10

TREAT.
 12

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 14

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