



**#2011-32**

**Alexander Leigh Center for Autism – 620 Rt. 31  
Project Review for Planning and Zoning Commission**

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**Meeting Dates:** June 1, 2011

**Request:** Use Variation from Article 2, Land Use of the Unified Development Ordinance, to allow an Educational Service, Elementary or Secondary School as a Special Use in the “O” zoning district.

**Location:** 620 North Route 31

**Acreage:** Approximately 1.14 acres (building 10,500 SF)

**Existing Zoning:** O PUD Office

**Surrounding Properties:** North: O Office and residential property in McHenry County  
South: O PUD Office  
East: R-2PUD Single Family Residential  
West: RE PUD Residential Estate

**Staff Contact:** Elizabeth Maxwell (815.356.3615)

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**Background:**

The subject property is an office complex with four separate buildings. The Alexander Leigh Center for Autism is an educational facility for children 3 to 14 years of age. The center is a therapeutic day school which provides education and therapy for the children as well as family support services. The center is currently located in Lake in the Hills and needs to expand to a new location due to demand. The center accepts referrals from 14 of the surrounding school districts. Classes operate at a 1:1 student to teacher ratio.

**Land Use Analysis:**

**ZONING**

The center plans to locate at 620 North Route 31, which is a 10,500 square foot office building. This site is zoned O Office. The City considers this use an elementary or secondary school, which is not permitted in the Office zoning district, requiring the petitioner to seek a Use Variation. Professional Training School, Cosmetology Schools, Fine Arts Schools and other training facilities are permitted in the Office zoning district. Elementary and Secondary Schools require a Special Use Permit in any of the residential zoning districts and in the manufacturing zoning district. The request is to allow this educational service as a Special Use at this location.

Since the use is typically considered a Special Use, the UDO has a list of criteria that shall be met. The criteria are:

- a) Location: Any principal building shall be located at least 50 feet from surrounding residential properties.
- b) Temporary Structures: If temporary structures are needed for expansion space, such structures shall not be located between the principal building and any abutting right-of-way. Temporary structures are limited for a period of 1 year.

The petitioner can meet all of the above criteria.

#### SITE PLAN

There are four buildings on this 5 acre site which make up this planned office complex. The center will occupy the second building back on the north side of the site. A small play area will be created on the east side of the building. No other changes to the site or buildings are planned.

Staff is concerned with the site circulation and the impact the bus stacking and loading will have on the site. The petitioners are not proposing to restripe the parking lot. Bus stacking is proposed along the detention pond on the south side of the site. Bus loading will be in front of the building, most likely behind the parking spaces. Buses stopped in the drive-aisle will reduce traffic flow to one way in these drive-aisles. Many of the office suites are vacant, but if new tenants were to move in the site circulation problem would be compounded. Staff has put a condition of approval requiring the petitioner to provide a striping plan illustrating bus stacking and loading, while maintaining two-way access for vehicles and access for emergency vehicles.



## **PARKING**

The site is planned for a total of 242 parking spaces. Currently, 185 parking spaces exist. Required parking for schools is 1 parking space for every faculty member and other employee plus 1 parking space for every classroom plus 1 parking space for every 4 auditorium seats. There is no auditorium associated with the school. Required parking is based on 33 employees and 10 classrooms for a total of 43 spaces. Currently, sufficient parking exists. In the future the school could expand up to 45 students then requiring additional staff and classrooms. The center is on Lot 2 which has 66 parking spaces associated with it.

## **Findings of Fact:**

### **USE VARIATION**

As identified in the Land Use Table, this type of school is not a permitted use within the O zoning district. Office zoning is intended for general office and services uses. Alexander Leigh Center for Autism is a private for profit school that will contain offices and provide up to 60 new jobs to the City. The petitioner is hoping to expand the use and move into the adjacent buildings creating a school campus facility.

One of the important aspects of Economic Development is to have a healthy daytime population. This is a critical factor restaurateurs and retailers look at when deciding to locate in the City. This use will function similar to an office use with professional staff working between 8 am and 5 pm.

### **Comprehensive Plan Designation**

The Comprehensive Plan designates this area as Office. Office represents existing office areas and indicates areas for future office uses. Within the Commerce/Office/Industry land use designation, this petition is supported by the following Goal, Objective and Policies.

Goal: Facilitate a dynamic and sustainable base of commercial, office and industrial uses that provide jobs, goods and services to people in the city and throughout the surrounding regions, as well as a solid tax base to the City.

Objective #3: Promote, retain and attract businesses that provide a diverse base of employment opportunities.

- Continue to promote a diverse economy of commercial, office and industrial uses that relies upon a diverse level of employee skills and experience.
- Encourage a skilled local labor force, through training and education to meet the needs of different businesses throughout the city. Encourage education institutions to stay, expand or relocate to the city.

### **Recommended Conditions:**

A motion to recommend approval of the petitioner's request with the following conditions:

1. Approved plans, reflecting staff and advisory board recommendations, as approved by the City Council:
  - A. Application (Kelly Weaver, received 05/16/11)

- B. Narrative (Weaver undated, received 05/16/11)
  - C. Floor Plan (Vanderstappen, dated 01/18/08, received 05/17/11)
  - D. Site Plan (Vanderstappen, dated 01/25/00, received 05/17/11)
2. Provide a striping plan illustrating bus stacking and loading, while maintaining two-way access for vehicles and access for emergency vehicles. The plan shall also indicate the location of staff parking.
  3. The owner shall make a commitment to building the land banked parking if the City determines that it is needed due to a lack of parking impacting other units within the development.
  4. Bus idling shall be kept to a minimum. Buses shall turn off the engines if they are stopped for more than 5 minutes.
  5. The petitioner shall address all of the review comments and requirements of the Engineering and Building, Fire Rescue, and Planning and Economic Development Departments.

**City of Crystal Lake  
Development Application**

Office Use Only 3 2 2011  
File # \_\_\_\_\_

Project Title: \_\_\_\_\_

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MAY 16 2011

**Action Requested**

- |   |  |
|---|--|
| <input type="checkbox"/> Annexation                   | <input type="checkbox"/> Preliminary PUD                 |
| <input type="checkbox"/> Comprehensive Plan Amendment | <input type="checkbox"/> Preliminary Plat of Subdivision |
| <input type="checkbox"/> Conceptual PUD Review        | <input type="checkbox"/> Rezoning                        |
| <input type="checkbox"/> Final PUD                    | <input type="checkbox"/> Special Use Permit              |
| <input type="checkbox"/> Final PUD Amendment          | <input checked="" type="checkbox"/> Variation            |
| <input type="checkbox"/> Final Plat of Subdivision    | <input type="checkbox"/> Other                           |

**Petitioner Information**

Name: Kelly Weaver  
Address: 9109 Trinity Dr.  
LITH, 60156  
Phone: 847/458-6802  
Fax: 847/458-6803  
E-mail: kweaver@stbcglobal.net

**Owner Information (if different)**

Name: NGK International Development Corp  
Address: 610 N Rt  
Phone: 815-455-0660  
Fax: 815-459-8348  
E-mail: David.wolt@woltRealtyInc.com

**Property Information**

Project Description: Alexander Leigh Center for Autism, a  
501c3, Illinois State Board of Education School began in  
2007. Serving students w/autism ages 3-14. Looking to  
move into a larger space at 620 N. Rt 31  
Project Address/Location: 620 N. Rt 31 Crystal Lk, IL 60014

PIN Number(s): 14-27-377-002

**Development Team**

Please include address, phone, fax and e-mail

Developer: \_\_\_\_\_

Architect: \_\_\_\_\_

Attorney: \_\_\_\_\_

Engineer: \_\_\_\_\_

Landscape Architect: \_\_\_\_\_

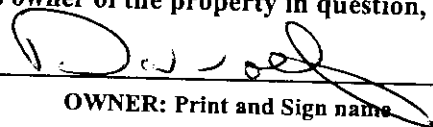
Planner: \_\_\_\_\_

Surveyor: \_\_\_\_\_

Other: \_\_\_\_\_

**Signatures**

  
\_\_\_\_\_  
PETITIONER: Print and Sign name (if different from owner) 5.16.11  
Date

As owner of the property in question, I hereby authorize the seeking of the above requested action.  
  
\_\_\_\_\_  
OWNER: Print and Sign name 5.16.11  
Date

NOTE: If the property is held in trust, the trust officer must sign this petition as owner. In addition, the trust officer must provide a letter that names all beneficiaries of the trust.

Alexander Leigh Center for Autism  
Land Variance at 620 N. Rt 31, Crystal Lake, IL

Alexander Leigh Center for Autism is a Developmental Learning Center (DLC) and a Therapeutic Day School (TDS) currently located in 5,000 square feet at 9109 and 9111 Trinity Drive, Lake in the Hills. The DLC and TDS serves children 3-14 years of age with autism in a full day program approved by Illinois State Board of Education (ISBE).

Currently the school enrolls 17 students in the TDS and 2 in the DLC. We plan to grow the school to 35-45 students over the next 3-5 years. Students attend 9am-3pm, Monday through Friday year round with 5 weeks off. \* see attached calendar\*

We are looking to expand into 10,250+ square feet at 620 N. 31, Crystal Lake, IL 60014. This location is a private, campus like complex and not in a residential area. The students will occupy 4 classrooms, 2 motor rooms, life skills, kitchen, music room, speech room, physical therapy, administration offices and 6 bathrooms. Plans are in development to expand the bathrooms into a bank of girls and boys to accommodate 10-12 stalls as student body grows. The students would gain access to outdoor play areas in a private grassy area just to the east of the building.

Students come to ALCA via school District referral. We support 14 of the surrounding Districts and have excellent relationships with each of them. Districts pay tuition to ALCA set by ISBE. Our students have the diagnosis of Autism, Other Health Impaired, Cognitive Disability and Developmental Delay. Class size will be no greater than 10. Currently we host a pre-school class, ages 3-5, an early learner's class, ages 6-9, an intermediate class, age 8-11 years old and a pre high school class, age 10-13. We plan to add a high school program, 14-18 in 2012. We also offer a reintegration program for those students who become able to rejoin their home school. Each student is provided the support necessary to work toward achieving their goals as outlined in their IEP, including a 1:1 instructor. All instructors have paraprofessional certification.

Presently the school operates with the following staff: 1 Executive Director, 1 Administrative Assistant, 1 Office Manager, 2 Special Education teachers, 2 Program Managers, 1 Behavior Consultant, 1 registered Music Therapist, 1 Life Skills Coach, 1 OT, 2 ST, up to 20 1:1 instructors (depending on student enrollment). The school operates under the guidance of a Board of Directors and an Advisory Board. Staff hours are 8:15am-4pm, Monday through Friday and occasionally until 5pm on Tuesday and Thursday for staff meetings.

The Executive Director is responsible for all center operations such as hiring, performance reviews, meetings with Districts, tours, scheduling of staff and will work in collaboration with the special education teacher to maintain all IEPs. The Executive Director is responsible for attending all student meetings and organizes all professionals on the student's multi-disciplinary team and is involved in the communication with parents.

The Special Education Teachers plan all academics, themes, art, circle time and social skills groups. The Teachers also implement IEP's, modify curriculum, maintain data, update all records, organize 1:1 instructors and lead the student's multidisciplinary team. They

communicate with parents, participate in intakes, assess progress, attend IEP meetings and plan community events and field trips. The teachers pay special attention to the sensory and communication needs of each student as individual programs are developed. 1:1 instructors are assigned to a primary student that they will become fully knowledgeable with and also participate with all other students in the classroom. Rotation of 1:1 instructors is designed to aid in the generalization of skills for the students. The 1:1 instructors participate in all programs throughout the day and are present in all direct therapy services. The 1:1 instructors take daily data as well as contribute to the daily communication log to parents.

The Program Managers/Behavior Consultant is responsible for working with the teachers and support staff to provide ongoing training and support in behavioral interventions. They perform functional behavior assessments, write behavior intervention plans, interpret data, aid the teachers in developing programming and oversee the implementation of these programs.

The 1:1 Instructors provide student support and help to facilitate programs and needs throughout the day. 1:1 instructors provide the most unintrusive prompting in order to foster student's functional independence. All 1:1 instructors have a paraprofessional certificate.

The Music Therapist provides weekly individual and group music therapy sessions to students. She follows themes to strengthen generalization. She also offers opportunities for socialization, skill building and carryover for the student's individualized curriculum.

The Life Skills Coach works on daily living skills such as toileting, hand washing, dressing, nutrition and operates the school store.

The Occupational Therapist is responsible for providing appropriate services as outlined in the student's IEP in both individual as well as group work. The OT also provides classroom support and consultation, writing and implementing a sensory plan to maximize student's regulation.

The Speech Therapist is responsible for providing appropriate services as outlined in the IEP in both individual as well as group work. The ST also provides classroom support and consultation, writing and implementing oral motor treatment plans, working on functional communication and training staff.

The program at ALCA uses a transdisciplinary and team approach to student programming. The foundation of our program is based on regulation, communication, engagement and academics across all disciplines. Student's days are fully supported in these areas. Therefore, ST, OT, MT and LS are part of our program and students will receive a minimum of 60 minutes per week of speech and OT services. They will also receive a minimum of 30 minutes of music and life skills.

Related Services minutes are determined by student's individual needs in the areas of PT, HI, vision, mobility, ACC and AT. These services are not part of our program and will be the home District's responsibility to provide.

The Administrative Assistant is the assistant to the Executive Director working with student and parent related matters, maintains calendars, schedules IEPs, performs the duties of school secretary, takes meeting minutes and supports the Executive Director in all related areas.



The Office Manager works with staff in an HR capacity, District billing, budgets and CFR.

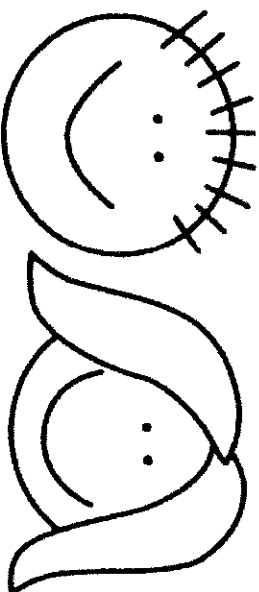
The complex at 620 N. Rt. 31 has over 60 parking spaces with additional land set aside to create additional parking if needed. At present the majority of the buildings in this complex are vacant (see supportive documentation for occupancy listings). With 19 students we currently need 25-30 parking spaces and as student body grows so will parking requirements. This parking lot has the capability of handling significantly more parking stalls than are currently being used or would be in the future. Bussing traffic would enter off Rt. 31. Busses would line up along the retention pond, circle through the parking lot and pull up in front of the school for loading and unloading in a very systematic manner. The loading and unloading takes approximately 10 minutes at our current location. We would expect that given more room and the ability to debus students multiples at a time, this bussing and debussing would take approximately the same amount of time given an increase in students. Busses then would exit back to Rt. 31.

## Did you Know These Facts About Autism?

- 1 in 150 births will develop autism
- Autism is the fastest growing developmental disability in the US
- Growth comparison during the 1990s:
  - U.S. population increase: 13%
  - Disabilities increase: 16%
  - Autism increase: 172%
- Cost of lifelong care can be reduced by 2/3 with early diagnosis and intervention

Information taken from Autism Society of America  
[www.autism-society.org](http://www.autism-society.org)

Alexander Leigh  
Center for Autism ...



it's just the place you've  
been searching for!

**Therapeutic  
Day School**

9109 Trinity Drive  
Lake in the Hills, Illinois 60156  
847-458-6802

**Teaching Kiddos 3—12 years old  
Year Round!**

For more information, visit our website:  
[www.alexanderleighcenterforautism.com](http://www.alexanderleighcenterforautism.com)

Alexander Leigh Center for Autism is a  
501(c)3, non-profit, Illinois Corporation.  
Produced by, 'Just 2 Moms'

October 2008



## Alexander Leigh Center For Autism

The Alexander Leigh Center for Autism (ALCA) is an ISBE approved therapeutic day school for children on the autism spectrum. It is our mission to provide an environment where children on the autism spectrum can develop to their potential and gain functional independence. Our core focus is on sensory regulation, communication, academics/pre-academics, life skills, behavior and socialization. The goal of ALCA is to teach our students the prerequisite skills necessary to reintegrate into the public school setting.

We believe that autism affects the whole family. Therefore, we address the child with autism as well as the family with autism. Parent training, home visits and daily communication with our families is crucial for the success of the child... and the family.

### The Alexander Leigh Center for Autism Therapeutic Day School

Our therapeutic day school is a unique solution to the challenge of teaching a child with autism within a safe and supportive environment. Our programs are designed to fit the individual needs of each child.

Kiddos attend our year round program from 9—3 pm Monday thru Friday.

Services include:

- One to One Teaching + small class sizes
- Creative Arts Program
- Music Therapy
- Family Support Services
- Program Carry-over to the Home and Community Including Field Trips
- Positive Behavioral Support
- Daily Living Skills
- Sensory Support
- Socialization Skills
- Individualized Programming
- Speech and Occupational Therapy
- Parent Communication and training

Research has shown that for any methodology to be effective in treating children with autism, it needs to be delivered with sufficient intensity. The National Research Council Committee on Educational Interventions for Children with Autism recommends that educational services for children with autistic spectrum disorders (including PDD-NOS) "include a minimum of 25 hours a week, 12 months a year, in which the child is engaged in systematically planned, and developmentally appropriate educational activity toward identified objectives..." "The priorities of focus (should) included functional communication, social instruction delivered throughout the day in various settings, cognitive development and play skills, and proactive approaches to behavior problems."

To teach new skills, lessons must be provided on a one-to-one basis, then incorporated in a small group and there should be a prescribed method to carryover any teaching techniques used at school to the home and community environments. Specific, planned interventions must be carried out to facilitate transfer of skills taught in a one-to-one setting to more natural environments.

**PUBLIC NOTICE**

**BEFORE THE PLANNING AND ZONING COMMISSION OF THE CITY OF CRYSTAL LAKE, MCHENRY COUNTY, ILLINOIS**

IN THE MATTER OF THE APPLICATION OF NGK International Development Corp.

**LEGAL NOTICE**

Notice is hereby given in compliance with the Unified Development Ordinance of the City of Crystal Lake, Illinois that a public hearing will be held before the Planning and Zoning Commission of the City of Crystal Lake upon the application of Kelly Weaver, representing Alexander Leigh Center for Autism, on behalf of NGK International Development Corp., relating to the following described real estate commonly known as 620 North Route 31, Crystal Lake, Illinois 60014, PIN: 14-27-377-002.

This application is filed for the purposes of seeking a Use Variation from Article 2, Land Uses Table 2-300 of the Unified Development Ordinance to allow an Elementary and Secondary School use within the O-PUD Office zoning district as a Special Use pursuant to Article 2-400 at the above-mentioned location, as well as any other variations as necessary to approve the plans as presented.

A public hearing before the Planning and Zoning Commission on the request will be held at 7:30 p.m. on Wednesday June 1, 2011 at the Crystal Lake City Hall, 100 West Woodstock Street, at which time and place any person determining to be heard may be present.

Tom Hayden, Chairperson  
Planning and Zoning Commission  
City of Crystal Lake  
(Published in the Northwest Herald  
May 17, 2011

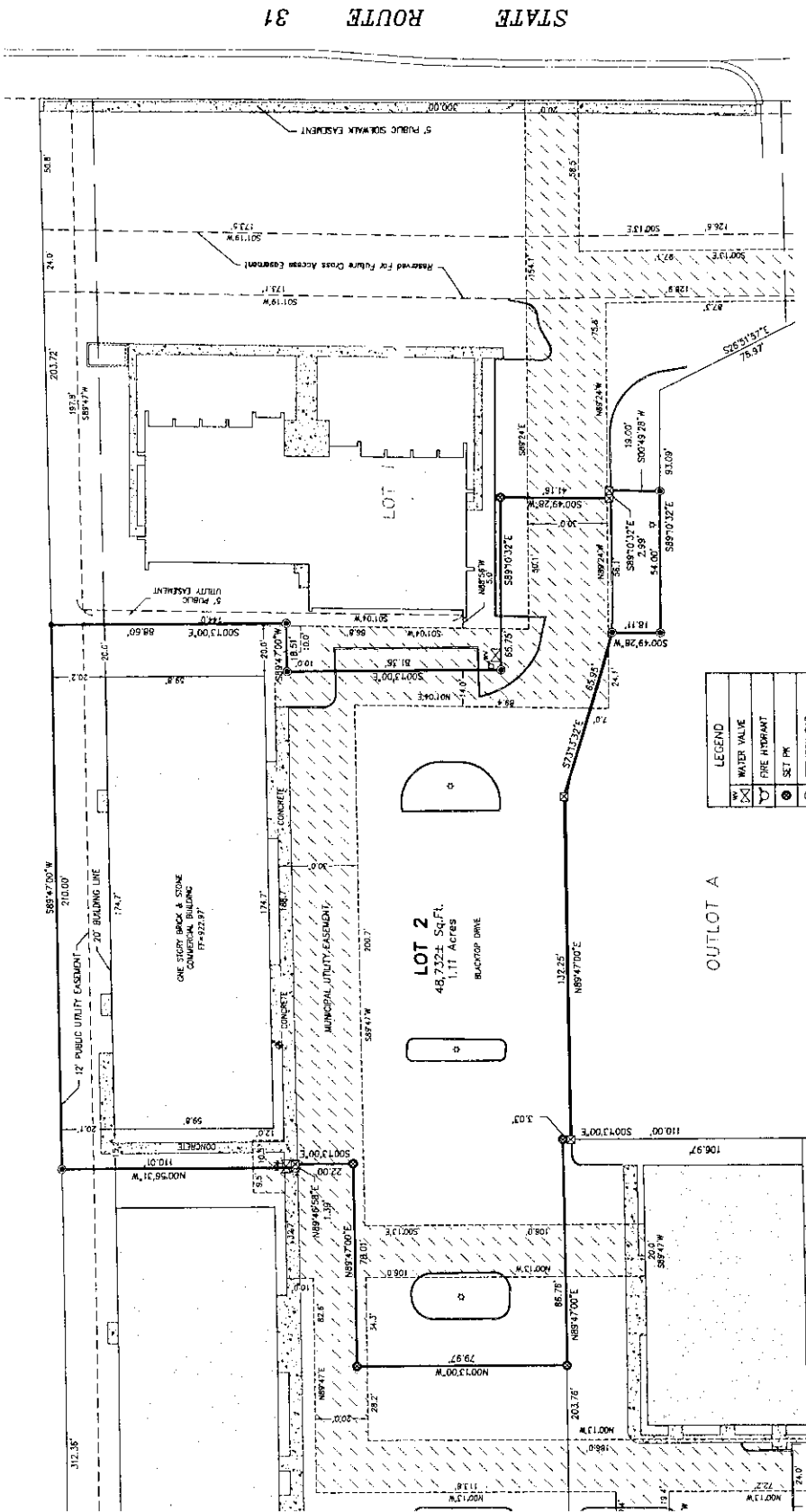
# PLAT OF SURVEY

Lot 2 in Wolf Medical Center, being a Subdivision of part of the Southwest Quarter of Section 27, Township 44 North, Range 9 East, the same being in the West of the Western right-of-way line of the said Section 27, according to the Plat hereof recorded June 29, 2001 as Document No. 200106045658 in McHenry County, Illinois.



MAY 17 2011

3 2 2011



NOTE: Only those Building Line Restrictions or Easements shown on a Recorded Subdivision Plat are shown hereon unless the description ordered to be surveyed contains a proper description of the required building lines or easements.

- No distance should be assumed by testing.
- No underground improvements have been located unless shown and noted.
- No underground utility lines are shown unless specifically noted.
- This Survey and Plat of Survey are void without original embossed or colored seal and signature affixed.

Compare your description and site markings with this plat and AT ONCE report any discrepancies which you may find.

STATE OF ILLINOIS )  
COUNTY OF McHENRY ) S.S.

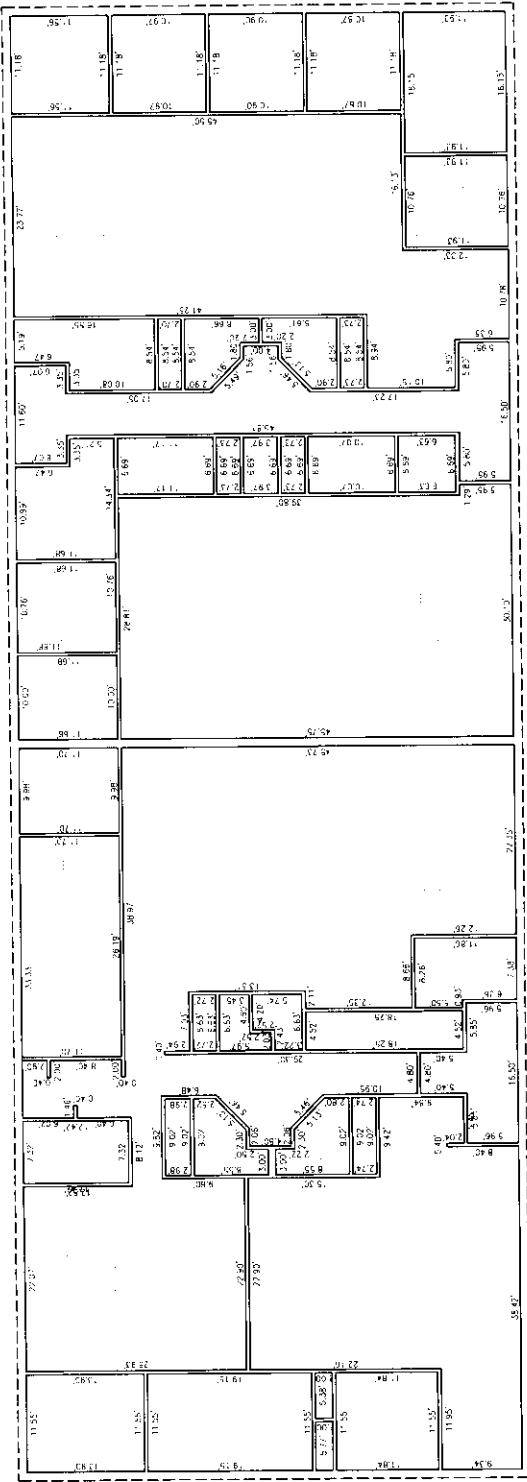
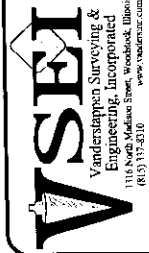
In my professional opinion, and based on my observations, I hereby certify that we have surveyed the premises as described, and that the plat hereon is a true representation of the said survey. This professional service conforms to the current Illinois minimum standards for a boundary survey, as set forth in the Surveying Act, Public Act 130 of 1920, A.D., 20 5A.

WANDERSTAPPEN SURVEYING, INC.  
Design Firm No. 194-002942

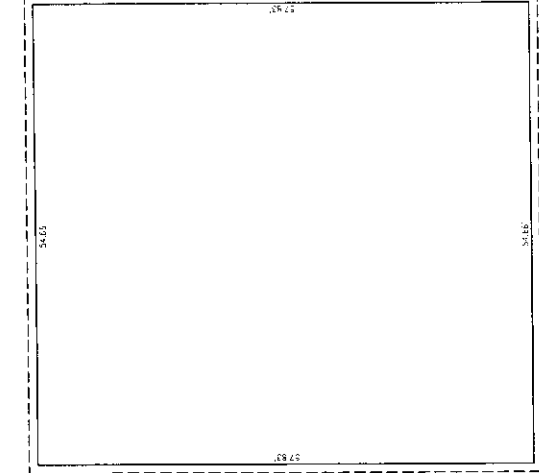
By: *[Signature]*  
Illinois Professional Land Surveyor No. 3552

CLIENT: MERRIMAN EXCAVATION  
DRAWN BY: CPM  
SCALE: 1"=30'  
BASIS OF BEARING: PER RECORD SUBDIVISION  
P.L.N.: 14-27-377-002  
JOB NO.: 045085  
FIELDWORK COMP.: 1/30/04 BK. PG.  
PAID BY: MERRIMAN EXCAVATION  
PAID BY: MERRIMAN EXCAVATION

# PLAT OF SURVEY



FIRST FLOOR



BASEMENT

RECEIVED  
MAY 16 2011  
BY \_\_\_\_\_

CLIENT: \_\_\_\_\_ CHECKED BY: WJ  
 DRAWN BY: \_\_\_\_\_ SCALE: \_\_\_\_\_ T. B. E.  
 BASIS OF BEARING: ASSUMED  
 P.L.N.: \_\_\_\_\_ I.D.: \_\_\_\_\_  
 JOB NO.: \_\_\_\_\_ BK. \_\_\_\_\_ PG. \_\_\_\_\_  
 FIELDWORK COMP.: \_\_\_\_\_ BK. \_\_\_\_\_ PG. \_\_\_\_\_  
 ALL DIMENSIONS SHOWN IN FEET AND DECIMAL FEET.  
 PARTS NOTICED CORRECTED TO 0.01 FT.

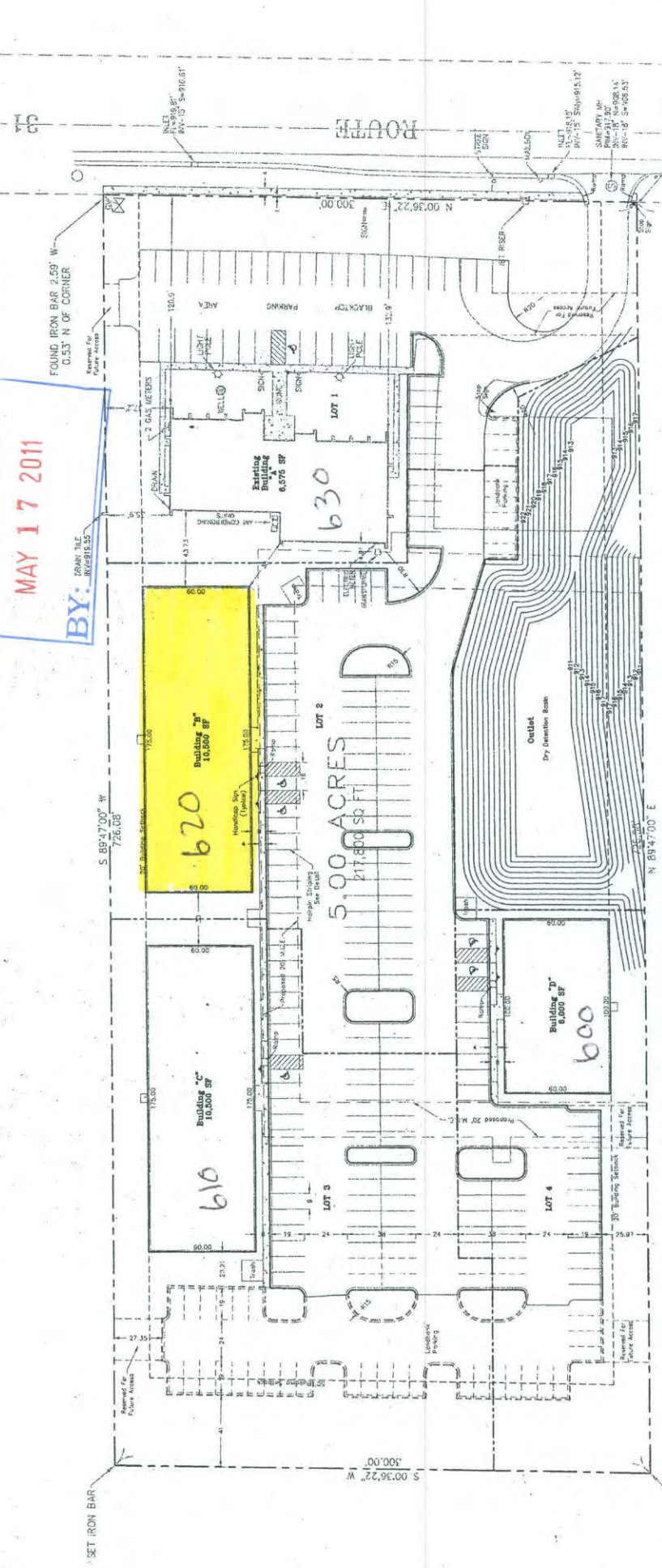


116 SOUTH MADISON STREET, WOODSTOCK, ILLINOIS 61096-1700 (815) 317-8316

Scale 1" = 30'

3 2 2011

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MAY 17 2011  
BY: [Signature]



SITE DATA

Lot Area	Building Area	FAR	Parking Area	Interior Landscaping	Parking	Usable Area	Spaces Required	Spaces Provided	Standard	Handicap	Landbanked	Total
5.00 Acres	33575 SF	0.15	90670 SF	7350 SF (8.1%)		90%	242	184	6	52	242	

LOT AREA

LOT	AREA
1	1.1806 AC (51,429 SF)
2	1.1441 AC (49,836 SF)
3	1.2894 AC (56,168 SF)
4	0.7353 AC (32,030 SF)
Outlot	0.6508 AC (28,349 SF)

ANDERSTAPPEN SURVEYING, INC.  
217 W. Judd Street  
Woodstock, Illinois 60098  
(815) 337-8310

Sheet No.	Geometric Layout, Paving, Striping
Project	Route 31 Medical Center
Client	D&S Investments
Design By	Loappert & Associates, Inc.
Drawn By	Professional Engineer
Checked By	44 North Maple Street
Plot Number	03 07
File Name	20110303-001

FILE --- DRAW --- ENV

Plot Date: 01/31/00 Plot Time: 03:00 pm  
KREF: 0050001 | LAYER: 0050000  
DSC: 0050001 | LAYER: 0050000

# Alexander Leigh Center for Autism

## 2011/2012 Calendar

Parent/Teacher Conferences**	
In-Service Days	
Legal School Holidays	
Non-Attendance Days	
Emergency Snow Days	•••••

1st Day Regular School Year	8/22/11
Last Day Regular School Year	6/8/11
1st Day Summer School	6/18/11
Last Day Summer School	8/10/12
1st Day New School Year	8/20/12

August 2011						
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February 2012						
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April 2012						
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May 2012						
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July 2012						
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August 2012						
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BY:



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