

CASE Board Report August 2021

Trainings/Workshops/Presentations

D16 - LEA Training: Special Education 101: An Administrator's Guide to Navigating Special Education

D93 - Introduction to Assistive Technology

Upcoming trainings in August

Paraprofessional Training – CASE has developed multiple presentations for paraprofessionals that our districts are offering to their staff. Over the next few weeks, paraprofessionals in our districts will participate in one or more of the following:

- Executive functioning strategies
- New paraprofessional trainings
- Building relationships with students
- Scaffolding strategies and fading supports
- Unique strategies to working with students with Autism (including RtI and eligibility)
- Unique strategies to working with students with behavioral challenges (includes RtI and eligibility)

D15 & D87 - Unique Learning System - This presentation reviews the Unique Learning System platform used in self-contained special education classrooms. Special education staff will learn how to create student accounts, monitor, and assess student work, and create data reports for the IEP team.

D15 & 16 - Qualified Special Education Interpreters - Overview of the new ISBE requirements for interpreters used in IEP meetings including types of interpretation, interpretation protocol, professionalism, confidentiality, and resources to support special education vocabulary and procedural understanding. Audience is district special education directors and IEP teams.

D93 - CoWriter and Snap & Read Extensions - This presentation provides an overview of the features of two assistive technologies. Audience is district and building administrators.

D16 - Co-Teaching - Training for Glenside Elementary co-teaching teams.

CPR Training

This summer, CASE initiated a partnership with the Glendale Heights Police Department to offer CPR training for nurses and other district staff.



Glenbard Early Childhood Collaborative

The DuPage Foundation's Bright and Early Initiative has awarded GECC with a \$7500 grant* to implement executive function screening among our youngest learners. We have had ongoing conversations with parents, home visitors and teachers that a concern coming from the pandemic is a

delay in the development of critical executive function skills. As educators, we know development of executive function skills directly correlate to future academic success and social emotional learning. EFgo is a screening tool used to measure Executive function skills in children as young as 24 months that takes less than 5 minutes to implement. The interventions provided by the tool align with the Conscious Discipline Model. This year we have been offering EC Conscious Discipline online training to providers, teachers, and families in our community. This grant will align with the foundational training we have already been providing and fund the training of area Home Visitors, CASE EC staff and area providers. *This grant is in addition to the \$50,000 we received this year as part of a 5-year grant awarded to us from the Foundation.

In addition to this new initiative, we have been diligently working over the past year with our Partner Plan Act CS3 Coaching Cohort on creating a Glenbard ECC Charter. Over the course of the past year, we have worked to ensure the voices of the community are represented and raised in the work of the Collaborative. The Charter is nearly complete, and we hope to celebrate it's unveiling at our September Quarterly Meeting. This would not have happened without the hard work of our governance team, coaching staff and our community partners. Lastly, we would like to recognize the dedicated work of our NEW Parent Advisory Council, made up of parents across our community who have joined together with our shared mission to develop and support an environment where all are safe, happy, healthy and eager to learn. They are an amazing group, and we could not have done this without them!



Congratulations Dr. Epperley!

On July 12th, Matt Epperley successfully defended his dissertation titled, Administrative Acrobats: The Space Between the Head and the Heart. The study examined the influence of adverse childhood experiences on the punitive and/or restorative dispositions of secondary building-level school administrators and their school discipline practices.

SOPPA Compliance

SOPPA compliance continues to be a high priority for CASE's technology office. We have achieved all of the privacy agreement requirements and reporting requirements of the new law through our participation with the Student Data Privacy Consortium. Jeff Zimmerman will continue to secure privacy agreements for CASE's essential educational tools, strengthen CASE's security practices, and share SOPPA compliance insights with our member district privacy officers.