

## **CASE Board Briefs September 4, 2020**

The September 2020 business meeting of the Cooperative Association for Special Education Executive Board was held on Friday, September 4, 2020 via Zoom Meeting.

The Board approved the following items:

- Approval of Minutes August 7, 2020, Regular Session;
- Approval of August Accounts Payable and Payroll and Projected Payroll for September and October, 2020.
- Treasurer's Report, July, 2020.
- Personnel;

### Employment;

- Natalie Agliato, Occupational Therapist, assigned to Marquardt School District #15, at a 1.0 FTE, for the 2020-2021 school year. This position is necessary to fill a vacancy;
- Elizabeth Barry, Job Coach, assigned to Glenbard Township High School District #87, at a 1.0 FTE, for the 2020-2021 school year. This position is necessary to fill a vacancy;
- Glenn Kraiss, Job Coach, assigned to Glenbard Township High School District #87, at a 1.0 FTE, for the 2020-2021 school year. This position is necessary to fill a vacancy;
- Gabriella Marcy, Speech Language Pathologist, assigned to Community Consolidated School District 93, at a 1.0 FTE, for the 2020-2021 school year. This position is necessary to fill a vacancy;

### Resignation;

- Christine Goolish, Teacher, SE, has resigned and will not be joining us for the 2020-2021 school year;
- Belen Johnson, Home Visitor, has resigned from her position effective September 11, 2020;
- Erin Molloy, Occupational Therapist, has resigned and will not be joining us for the 2020-2021 school year;
- Cynthia Sierra, Health Aide, LPN, Community Consolidated District #89, has resigned from her position effective September 27, 2020.
- Hope Vecellio, Teacher, HI, has resigned from her position effective September 24, 2020.

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### Presentations/Workshops

- District 15 – Restorative Practices-Circle Facilitation (Winnebago)
- District 16 – Co-Teaching Team Training, SEL Support for Students During Covid
- District 87 – CPI Training, Unique Learning System
- District 89 – CPI Training

### CASE Business Managers Highlight

The Business Office has continued to improve its invoicing for member districts and those that invest in CASE services. We are submitting more electronic invoices to provide a savings on paper, postage, and immediate information to districts.

### New Teacher Orientation

CASE welcomed 44 new staff members this year. These staff members attended the new teacher orientation on August 6<sup>th</sup> and 7<sup>th</sup>.



### CASE Welcome Back Event – August 27<sup>th</sup>



Our annual Welcome Back event was held at Park View Elementary School on Thursday August 27<sup>th</sup> in a “Drive By” format. The CASE Office and CEA came out to show our support for staff and distribute welcome back gift bags and included PPE.



### Administrator of Social Emotional Health and Wellness

Matt Epperley has met with 33 administrators across 5 districts to better understand their needs. He took the lead on the Social Work/Psychologist Learning Team, Nurse Learning Team, Racial Equity Committee, Wellness Committee and Telehealth Committee. He has collaborated with 6 different community organizations/vendors (ex. DuPage Federation) and attended various professional development opportunities (ex. Certified CPI Trainer). Lastly, he has facilitated various workshops/trainings ranging from New Teacher Orientation, CPI and Learning Team meetings. The picture below highlights the Restorative Practices presentation around “Circle” facilitation at Winnebago Elementary School.



### Glenbard Parents as Teachers

Our summer work has continued, with biweekly visits (by video or phone), Zoom groups, developmental screenings by video, continually promoting parent-child interaction and offering targeted resources. We work with each family as unique and valued for who they are, and offer varied supports as needed.

For example, in some of our contacts this month, we've:

Had weekly sessions to help a family with a school age child learn how to use Zoom to be ready for classroom instruction.

- Assisted a family in applying for the car donation program thru Loaves and Fishes in order to have a way to get to work after their car broke down.
- Supported a parent in how to help their 3-year old hold a writing implement via Zoom (see photo). Clear in the photo is the interaction, even over Zoom.
- Held a group session where parents discussed how they promoted attachment and connection with their babies and toddler during everyday activities, even diaper changing. Every family who attended will receive diapers, always a needed help to the family budget.
- Connected families with needed resources in the community.
- Answered questions about toilet training and discipline that does not involve spanking.
- Talked with families about trauma they are currently experiencing—housing disruption due to the fire in GH, newly diagnosed serious diseases, covid-19 isolation, fear, and sadness, and domestic violence.



In all of these examples, we connect with the family, whatever their situation or current outlook, and partner with them to take small steps forward.

### FY20 Early Childhood Block Grant-Prevention Initiative for Birth to Age 3

Our virtual groups are still moving strong – supporting parent-child engagement and connecting families with others. Through a partnership with our DuPage ECC and our local NAACP, the Glenbard ECC, in addition to the Birth to 5 Community Coalition and other local collaborations received PPE packs to distribute to families. 17 Glenbard families benefited from these packs which included cloth masks, disposable masks, gloves, hand sanitizer, paper towels and toilet paper. Our collaboration purchased an online training module through Conscious Discipline called Start Strong: SEL Foundations and Resiliency in Infants and Toddlers. Building these strong SEL and resiliency foundations will support children as life-long learners. We are offering this training to GPAT staff, and also extending this training to providers in the community who work with very young children and families. The goal is that a greater number of Glenbard families can benefit from PD outcomes of the training. Lastly, we are exploring a 2 ½ year funded initiative to move our work with forward. The Community Parenting Saturation Project focuses on “saturating” the community with tiered supports that include light reach to parents and community, medium reach with direct impact on parents, and high reach with direct impact on parents. Many of these supports exist. Our goal is to identify gaps, determine action to fill those gaps, utilizing a race equity, parent centered approach. We have identified community partners to move this forward, including the Birth to 5 Community Coalition. The RFP is submitted and fingers are crossed. Regardless of funding, this has helped us identify a clear vision for moving forward.

### CIS Student Success

J.D. is a student at Park View in CCSD89 with a moderately-severe to profound hearing loss for the right ear and a moderate to profound loss for the left ear. He uses a sign language interpreter, Mrs. Diane Drungelo, to access the information in Mrs. Andrea Callahan's 5<sup>th</sup> grade classroom.

During remote learning, the team wanted to ensure J.D. was able to see his sign language interpreter, his teacher and all materials presented visually on the screen in a view greater than a thumbnail picture. J.D. was provided two devices by the school to allow him to see the interpreter on one screen, and the teacher and her presentation on the second screen. Preliminary data taken by the C.A.S.E. Hearing Itinerant Alicia Cernauske during classroom Zoom sessions, indicated J.D. increased from answering 80% of teacher questions/requests to 100% after the addition of the second device. This is an excellent example of access to information during remote learning.

