

August 7, 2020

### Presentations/Workshops

CASE has trained additional administrators in CPI to be prepared to meet the needs of our districts in response to the additional training requirements for school staff effective July 1, 2020. At this time, CPI training has been scheduled in small groups and in-person. Eight hours of training is required for any staff member who may need to engage in a CPI procedure that may result in doing a hold on a student.

### Summer Committees

1. Resources team – Each learning team has a One Drive folder and this team designed it's own organizational system and put the materials in their appropriate places in the team One Drive. Goal – an easily accessible bank of resources.
2. Resources for Remote learning – analyzed the many resources that were made temporarily free of charge due to COVID this Spring that relied on particular online platforms and helped to create lessons and communicate with families. This team would worked with members of the Learning Teams to make sure that each team has what resources are needed to begin the school year successfully regardless of whether we return to school in person or remotely.
3. Evaluation Committee – what do evaluations for special education services look like in a remote or limited face to face environment? Many initial evals as well as triennials were cancelled this Spring with the intent to do them when we return to in person instruction. CASE evaluated what assessments can be done remotely, how can what we currently do be modified and determined if there was a need to purchase additional tools or extensions to current assessments. In many service areas, CASE protocols for assessment were developed.
4. Service delivery team – This team was be made up representatives from different learning teams and different districts. They worked on language around "direct" service, "consult" service and how to address IEP goals. This committee has created a document expectations for delivering remote services.
5. Parent Resources Team – organized resources for parents and families and developed

All of the above committees have concluded their work and learning team meetings to share out information have been scheduled for August. In addition, a new group of staff has formed with the explicit purpose of developing training and videos of remote delivery of services to be made available to CASE and district related service providers.

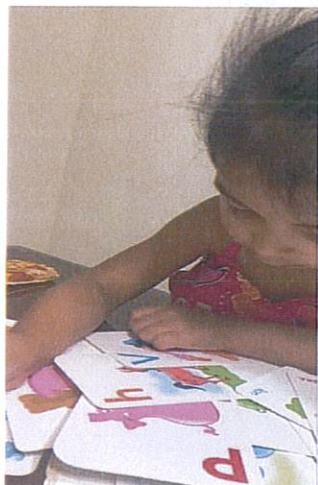
### Renovation/Storage Update

CASE storage has been moved to District 93.

### Individual Remote Learning Plans

CASE worked with districts 15, 16, 89 and 93 on the Individualized Remote Learning Plan template which will be loaded into My Service Tracker (IEP program). All IEP/504 students in these districts will have a plan on the template developed.

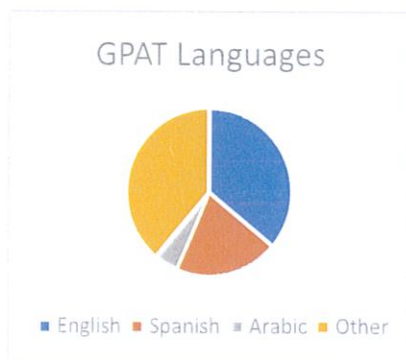
Summer work with Glenbard Parents as Teachers continues. Our guidance from ISBE has us completing virtual home visits and virtual groups. How does this look? The photo gives an example: parent and Home Visitor agree on the parent-child interaction focus for the day, using materials already in the home (or provided in



a touchless drop off to the family's home). Parent is empowered to be the teacher, and the Home Visitor highlights areas of strength in both parent and child. The other aspects of a visit (discussing/teaching developmental parenting techniques and discussing general family needs and community resources) are also able to be discussed. We are currently enrolling new families, and would welcome opportunities to speak with your staff and teams about the referral process. A big topic of concern for families with older children, is of course, what will the school year look like. We assist families in exploring their options within their respective districts. We appreciate the excellent communication you all have done as you explain your district's plan, as that helps us communicate accurate information with families who might need a little extra assistance in understanding the options.

Over the past fiscal year, we have served 141 families, with 171 children ages birth to 3. The language breakdown of the families (always a good indicator of our vibrant

community) looks like:



Other languages include: Chinese, French, Russian, Tagalog, Vietnamese, Bengali, Burmese, many types of Chin, Hindi, Kazak, Kru, Malay, Somali, Tamil, Telugu, Tigrinya, Ukrainian, Urdu.

July has been all about collaboration – with parents, with partners and with statewide supports. We continue to host parent/child groups virtually through Zoom. We are connecting families with engaging parent-child activities both in the moment and follow up activities to expand on engagement and learning. In addition, parents are able to connect with other parents, share concerns and successes and support each other in these uncertain times. Our community partners are connecting with each other, sharing resources and focusing on “out of the box” ways to support families. In addition, Glenbard ECC has been a conduit of resources and ever-changing information in these “Covid days” between partners, EC providers, schools and families. Lastly, we are continuing our work with Partner Plan Act, both wrapping up our 2<sup>nd</sup> cohort experience in Systems Change Exploration, as well as joining their 3<sup>rd</sup> cohort of coaching support for governance. Over the next year, our team including: Dr. Mary Furbush, Jeanine Woltman, Dr. Katherine McCluskey (D41), Nancy Salvador (MFS, D15), Katy Almendinger (GEPL), and FaKelia Guyton, will work with our current coach, Ruby Flores, as well as Carolyn Newbury-Schwarz (former Oak Park EC Collab Leader) to establish and refine a working governance structure. We are eager to learn, explore and build on these partnerships to better support our Glenbard families.