

May 8, 2020

Presentations/Workshops

The Instructional Support Team has developed a series of paraprofessional learning strands which are currently being used in Districts 15, 16, 44 and 89. The strands address areas such as behavior, autism and best practice. They are a combination of selected videos which are watched independently and followed with facilitated group discussion with IST coaches. Additional strands are being developed as we receive feedback from districts and participants on their needs. In addition, the IST is also holding assistive technology coffee hours which are open to any staff member from any district who has technology questions or needs assistance.

ESY Update

Individualized meetings were held with all elementary student services directors throughout the week. Districts are investigating how to offer ESY services to their own students.

Compensatory Services

FACTS:

1. Compensatory education services were first recognized as an equitable remedy available to parents in 1986 (*Miener v. Missouri*, 8th Cir.)— they are not explicitly mentioned in the Individuals with Disabilities Education Act (IDEA) or its regulations.
2. Legally speaking, compensatory education services are not necessarily the same as “make up” minutes for services that were unable to be provided during the pandemic. Compensatory services are specifically designed to compensate students who have experienced a denial of a Free and Appropriate Public Education (FAPE).
3. The US Supreme Court clarified the definition of FAPE in 2017 (*Endrew F v Douglas County SD*) as follows: “a school must offer an IEP reasonably calculated to enable a child to make progress appropriate *in light of the child’s circumstances*.”
4. FAPE means the special education and related services that are provided in conformity with an IEP. In Remote Service Plans we try to provide as much special education services as specified in the IEP as possible, but the very nature of remote learning makes it impossible to fully replicate most IEP services for most students.
5. Legal counsel is not in agreement about whether an Individualized Remote Plan can redefine FAPE in light of current circumstances.
6. Compensatory services are starting to be requested by parents. Legal advice is consistent in recommending that districts ensure that staff are documenting: a) how services are being individualized to students; b) clear records of service; c) communication with students and with families.
7. Districts are able to provide additional services to students due to COVID-19 and due to the disruption of services but it is critical to distinguish that services are being provided as a way to assist student who fell further behind during the pandemic – not because they were denied FAPE.

8. Whether and to what extent a student requires compensatory services is an IEP team decision. Districts have been encouraged by the U.S. Department of Education to make individualized decisions about whether and to what extent missed IEP services should be made up when the school closure period ends.

Learning Teams

We have been meeting with our learning teams on an ongoing basis to provide support and to share resources. We have made sure that we have reached out to every team remotely so that we've had a little bit of face time with each group. Our larger learning teams have divided themselves into smaller groups (grade level bands or types of service bands) so that they can share specific relevant resources.

Renovation/Storage Update

The CASE office has been renovated and looks very nice. We are awaiting a couple of items that are being held up at a "non-essential" factory but it is almost there. We met with Rob King, the contractor that Rothbart Realty asked us to use to add work stations to CIS last week and we anticipate this work will begin soon. At this time, we anticipate moving items from Queen Bee to D93 on June 30th. We are planning to move over multiple days so that we can organize and prioritize as we go.

Articles of Agreement

Almost all of the Articles of Agreement are on your May board meeting agendas and Kari is working with your assistants to get these back. We have to submit to ISBE by June 30th.

May 2020 Board Report



In April 2020, we continued to provide virtual home visits via various video platforms and telephone contact. Whatever works with the family's technology works for us, as both ISBE PI and Parents as Teachers have given their okay for all platforms to serve families during this time. We continue to provide all three parts of the home visit, with suggestions for parent-child activities, providing developmentally appropriate parenting information, and supporting any and all family needs. We are often in the role of connector-of-resources as we help families find options for rent, utilities, food, laptops, strollers, etc. We are hoping to bring on a new home visitor next month to fill a vacancy. This will allow us to enroll new families, even during the pandemic, as we know there are more eligible families we could serve. In April we also debuted our first in a series of Virtual Zoom Groups. We had 30 families sign on for songs and story time and parent discussion about creating new routines during the pandemic. At the end, when no one was signing off, just Brady-bunch rows of moms and toddlers waving to each

other, no one seemingly wanting to leave, we knew that this group filled a need for support and educational programming during this time.



April has been a combination of hands on collaboration and support, adapting to our new learning environment, and bigger picture actions. Working with GPAT, we have been able to “reboot” our parent-child groups virtually. The group, held through the glory of technology and Zoom, was a way for parents and children to connect with other families. We submitted the FY21 PI RFP to ISBE requesting funds to expand PI to D93 and increase support to other districts. As this COVID crisis has unraveled we have again and again seen the power of connections to families in the home and are hopeful to extend these supports. Our CS3 team met with our PPA coach and are taking a very close look at the COVID 19 impact on our community from an equity lens. We are beginning to look at the racial and geographic disparities this has had and how that impacts our role and work moving forward. Expanding on this forward thinking, we are partnering with Erica Nelson and the folks at PEP to become a PEP Designated Fund organization (becoming official after PEP board approval mid-May). What that means for us is greater collaboration with groups focused on educational success for all Glenbard children birth through high school. It also opens up avenues of financial support in the form of private donations, as well as grant funds specifically designated to 501c3 organizations. It is truly amazing what happens when folks come together (in spirit if not proximity) to support those most in need. We have felt the power of these strong collaborative relationships: sharing of resources, extended support to families, and thinking outside the box. Beyond resources we have been able to provide, districts across the Glenbard community have rallied to support our families in so many ways. Thank you!