



**DUPAGE/WEST COOK BOARD**  
**BOARD BRIEFS**  
**4th QUARTERLY “VIRTUAL” MEETING FY20**  
**MAY 14, 2020**

**BOARD MEMBERS**

**CHAIRPERSON**

Dr. James Gunnell  
Executive Director  
AERO

**VICE CHAIRPERSON**

Jim Nelson, Executive Director  
NDSEC

**SECRETARY**

Dr. Ellie Ambuehl  
Executive Director  
LADSE

Dr. Mary Furbush  
Executive Director  
CASE

Dr. Danelle Welch  
Executive Director  
LASEC

Mary Beth Boeh  
Executive Director  
PAEC

Tammy Prentiss, Superintendent  
SD #86, Representing Hinsdale  
School Districts #86 & #181

Ebony Lofton, Chief Academic &  
Accountability Office  
Oak Park Elementary SD #97

Elizabeth Dejewski, Director  
Cicero SD #99

Dr. Gwen Walker-Qualls, Director  
Oak Park River Forest SD #200C

Erica Ekstrom  
Executive Director  
Wheaton/Warrenville SD #200D

Timothy Truesdale, Superintendent  
J.S. Morton High SD #201C

Dr. Christine Igoe  
Assistant Superintendent  
Naperville CUSD #203

Christina Sepiol  
Assistant Superintendent  
Indian Prairie CUSD #204

**NON-VOTING MEMBERS**

Kim Hanson, Director  
Norridge SD #80

Susan Piltaver, Director  
Schiller Park SD #81  
Maywood-Melrose Park-  
Broadview SD #89

Maria McCarthy, Director  
Berwyn North SD #98,  
Representing School Districts #90,  
#91, #98, #100

Cynthia Riha, Director  
OakLawn-Hometown SD #123

**PARENT REPRESENTATIVES**

Alana Rybak, V1 Parent  
Eva Savickas, DHH Transition  
Parent

**COORDINATOR**

Nan Diamond, Director

**TREASURER**

Teresa Bishop, Director

**RECORDING SECRETARY**

Lynne Mennel

**Remote Learning Overview**

**LADSE DHH Remote Learning Plan –**

**Schedule:**

● **Monday: Teacher Planning Day, Student Enrichment/Support**

- Teachers continue planning for remote learning lessons.
- No classes meet on Monday; students do not need to check in for attendance purposes on Monday.
- Students work on various enrichment opportunities.
- Students are encouraged to use this time to complete any missing assignments

● **Tuesday-Friday: Remote Learning Day**

- HSHS Students login into the Canvas Learning Management system for each class following the schedule.
- Transition Center students log in to their Google Drives daily.
- Attendance for classes is taken by using a Google Check-in Form.
- Assignments and Synchronous classes using a video platform are outlined for the students when they log-in.

**Grading:**

- Students at HSHS will receive letter grade for the semester.
  - Grades will not be lower than the grade the student held on March 13<sup>th</sup>.
  - Teachers can assign an INC (incomplete) to students that have not participated in Remote Learning (unless otherwise directed by the State) or were failing prior to the school closure due to COVID 19.
  - Students will have the opportunity to make up any missed work or demonstrate skill mastery to receive a grade for the semester on May 18<sup>th</sup> & May 19<sup>th</sup> if needed.
  - Staff is working with each individual student to ensure that staff do not need to issue an INC (incomplete).
  - If an INC (incomplete) is unavoidable, an Individualized Resolution Plan will be created and monitored by the DHH Program.
  - Students at the Transition Center have met all graduation requirements and are not impacted by the grading procedures.
  - Students involved in programs at the Technology Center of DuPage will earn credit based on TCD's grading policy.

**IEP Goals and Related Services:**

- Individualized Remote Learning Plans were developed and sent out to all families.
- Goals that were able to be measured in a Remote Learning Format were identified.
- Students are receiving a combination of synchronous and asynchronous therapy and class services.
- Mainstream class accessibility and accommodations have been monitored by Case Managers and Interpreters.
- Final IEP goal updates will be completed and distributed to the families.

**LADSE DHH ESY (Extended School Year) Remote Learning Plan**

**Dates & Hours: Students:** June 2<sup>nd</sup> – June 26<sup>th</sup>, Tuesday – Friday, 9:00 am – 11:00 am

**Staff:** June 1<sup>st</sup> – June 26<sup>th</sup>, Monday – Friday, 8:30 am – 11:30 am

**Schedule & Format:**

- Staff connected with teachers/team members of students they do not know in their classrooms in order to learn how students might engage in Remote Learning.



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- Staff also contact families to introduce themselves and share the ESY Remote Learning Plans.
- Staff have acclimated to tech platforms their students have been using.

Tuesday – Friday:

- Approximately 2 hours a week of scheduled “synchronous” instruction (Zoom or Google Hangouts Meet) if possible, taking the form of:
  - Class Instruction via teleconference
  - Small group instruction
- Approximately 4 hours a week of “asynchronous” assigned activities/assignments for the student to complete at home
- Approximately 2 hours a week of “check-in” with students/families to provide specific assistance.

Staff Mondays:

- Staff plan for upcoming week and send activities/add to platform for students.
- Weekly staff meeting led by LADSE assigned lead ESY teacher.
- Documentation of student participation and completion of activities from the prior week.

**Rationale for Continuing Remote Learning? Or having ESY in June?**

Some districts are considering an August “ramp up” to the school year and with the possibility of in-person instruction occurring, LADSE is concerned for two reasons about making this choice. First, LADSE may have difficulty finding staff to work. They already had many teachers interested in working ESY during “normal” dates in June, but they will be focused on their own caseloads in August. Also, if in-person was possible in August, DHH staff might be unable to access the school building due to construction at both Hinsdale South and Hinsdale Central.

Students attending ESY have the most significant needs in general. Hours were adjusted for remote learning. Administration has found in the past month that the amount of time staff needs to plan remote instruction far exceeds the amount of planning they need for in-person instruction, so we have increased hours accordingly. Given the important need for documentation this year, more time is allocated for this purpose.

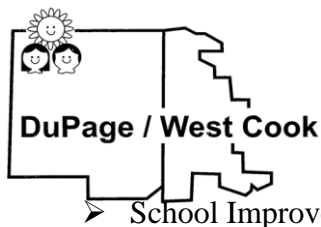
**SASED Remote Learning Plan –**

**Overview:**

- ❖ Development of e-learning days; plan & dissemination of distance learning survey.
- ❖ Creation/dissemination of at home resources daily routines & content area supports.
- ❖ Provision of meal program & social-emotional care.
- ❖ Adoption of learning management systems & coordination with member districts.
- ❖ Creation of remote learning plan & roles, expectations for staff.
- ❖ Student engagement in & individualization of remote learning plans.
- ❖ Development of remote learning procedures & documentation.

**Staff:**

- Teachers and Vision/Hearing Itinerants
  - Plan student lessons and activities accessible to all students; data collection; live interaction with the classroom group; communication with students/families; independent work.
- Program-based Related Services Staff (SLP’s, social workers, psychologists, BMS’s, O & M’s, Nurses)
  - To provide therapy; data collection per the IEP; maintain scheduled therapy; utilize video-modeling; activities.
- District-based Related Services (OT’s/PT’s)
  - Participate in IEP meetings; collaborate with teams; provide services to students & support for parents.
- Support Staff (Teacher Assistants, Sign Language Interpreters, Bus Drivers, MATA’s)
  - Read aloud; copying, making & mailing packets; join lessons to assist/support students; making picture supports; delivery of materials and/or food; sign language interpreting; braille; training on Teams & Seesaw.



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- School Improvement & Instructional Support Team Coaches (SIIST/AT)
  - Develop at home strategies to support student behavior; coaching of implementation of learning management systems; develop new trainings on hot topics; develop induction trainings.
- Program Secretaries & Administrative Assistants
  - Manage attendance in Illuminate; emails; complete & disseminate IEP paperwork; copy/collate paper packets; facilitate sign up for non-digital student materials copying & mailing.
- Program Administrators & Central Office Staff
  - Facilitate IEP’s; monitor student attendance procedures to ensure staff roles/responsibilities fulfill attendance duties (calls home for unexcused absences, etc.); check in with nurses/secretaries/teachers to identify students in need of additional support/contact; virtually visit classrooms; facilitate the need and distribution of hardware, packets, meals, etc.; work with districts on behalf of families.

**Students:**

Students who attend SASSED programs part-time and general education part-time in host schools or resident district schools will receive remote learning through their SASSED team as indicated in their IEP and their individual remote learning plan. Students will receive the related services proportionate with an amount and nature that would be sufficient to meet the key components and requirements of the targeted goals as identified on the students individual remote learning plans.

Students who have IEP’s are given the opportunity to continue learning consistent for all students. This learning is based on the individual IEP. Instructional considerations for these students:

- Identify realistic, individualize time frames for task completion.
- Provide specific instruction & mini deadlines/benchmarks for assignments.
- Create opportunities for students to demonstrate progress and receive feedback
- Use student interest profiles to inform lessons and activities.
- Provide alternative options for participating in virtual class discussions.
- Create video modeling of how you expect something to be done or what has been successful in the school setting.
- Use built-in accessibility features in learning management systems, albeit on an individualized basis according to student need. Examples: Use heading styles that allow screen reading software to navigate from section to section: use font, size, and text formatting to distinguish between items or to navigate; ensure no information is conveyed solely by color or sound; use Alt-Text to allow users with screen readers or with slow connection to identify your images, graphs, and charts; and enable tooltips so that descriptions appear when users hover over images, graphs, and charts.
- Provide transcripts of any pre-recorded audio or video used with students. Use closed captioning on videos. (e.g., read aloud, etc.)
- Use descriptive titles, headers, and captions to provide additional context and information for students.
- Use descriptive text in hyperlinks so students clearly know where the link will take them.

Avoid phrases like “click here” or “read more” without additional descriptors.

**Enrollment for Low-Incidence Programs**

**Deaf/Hard of Hearing Program**

School	# of Students May 4, 2018	# of Students May 3, 2019	# of Students May 4, 2020
North School	38	38	31





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- Governing Law
- Notices
- Authority
- Severability
- Complete Understanding
- Waiver
- Amendments

Dr. Gunnell expressed interest in creating a DWC Committee to review the terms of the SASSED IGA. The committee will meet in the fall of 2020.

**Service Recognition** – Thank you for your dedicated service to DWC and its students.

Nan Diamond – DWC Coordinator and SASSED Director of Programs & Services – retiring after 19+ years

Joan Allison – SASSED Vision Program Administrator – retiring after 47 years

Teresa Bishop – DWC Treasurer and SASSED Director of Business – moving on to South Cook D215

Lynne Mennel – DWC Recording Secretary and SASSED Administrative Assistant for Programs & Services  
– retiring after 16+ years

**Student Recognition** – both SASSED and LADSE

It was an amazingly successful year for our students despite the pandemic. Their accomplishments are abounding. In lieu of listing every student recognition and highlight in these Briefs, a copy of this astounding list is attached for you to review.

If you have any questions or concerns, please contact Nan Diamond, DWC Coordinator at [ndiamond@sased.org](mailto:ndiamond@sased.org), and/or Dr. Jimmy Gunnell, DWC Board Chairperson at [jgunnell@aerosped.org](mailto:jgunnell@aerosped.org).