TRUENORTH®
EDUCATIONAL COOPERATIVE 804

Guidebook and Professional Learning Catalog

TRUENORTH®

EDUCATIONAL COOPERATIVE 804

OUR MISSION

Committed to the possibilities in **every learner, every day**.

OUR VISION

TrueNorth is a **national leader** and highly valued partner with a courageous commitment to **inclusive communities** that equally value all people and inspire them to be active participants in our world.

WE VALUE

- **Collaborative relationships** grounded in mutual trust and candor.
- **Inclusive learning environments** that are proactive, flexible and empowering.
- **Leading transformational change** and innovation driven by research, data and legal imperatives.
- **Collective responsibility and advocacy** for elimination of barriers and meaningful opportunities for all learners.
- **Sharing resources and knowledge** to maximize learning.

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Sessions offer a systematic approach to understanding behavior and exploring systems level, classroom-based, and individualized interventions within a tiered behavior approach. Topics include planning for: 1) setting students up for success to demonstrate positive behaviors across the school day and 2) responding instructionally, respectfully, and effectively to misbehavior using evidence based strategies.

+ *Behavior Intervention Series: Building Your Toolbox for the Classroom*
+ *CHAMPS: A Proactive and Positive Approach to Classroom Management*
+ *De-escalation: Identifying Emotional Escalation and Effective Strategies*
+ *Team Based Functional Behavior Assessment & Behavior Intervention Planning (FBA/BIP)*
+ *Approaching Trauma with Social Emotional Learning for All*
+ *Fostering Resilient Learners*

24 Social Emotional Learning

"SEL can help all young people and adults thrive personally and academically, develop and maintain positive relationships, become lifelong learners, and contribute to a more caring, just world." (CASEL) The sessions below offer a variety of learning opportunities to support individuals and school teams in developing SEL for all learners.

+ *Social Emotional Learning: Learners and Leaders Professional Learning Series*
+ *Collaboration Group for the RULER Approach to SEL*
+ *Approaching Trauma with Social Emotional Learning for All*
+ *Youth Mental Health First Aid Training*
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26 Teamwork and Collaboration

Sessions foster individuals and groups to form as leaders in thinking and problem solving collaboratively.

+ *Thinking Collaborative: Adaptive Schools*
+ *Learning Lab for Adaptive Schools*
+ *Thinking Collaborative: Cognitive CoachingSM Foundations*
+ *Learning Lab for Cognitive CoachingSM*
+ *Team Based Functional Behavior Assessment & Behavior Intervention Planning (FBA/BIP)*

27 Job-alike Networks

Network meetings allow groups of professionals with similar roles and responsibilities from different districts to come together to further their professional learning that is specific to their role.

28 Continuing Education for License Requirements

Sessions include options that meet Continuing Education requirements (CEUs) in addition to the Professional Development Hours issued for ISBE licensure. This includes Administrative Academies and ASHA CEUs for Speech and Language Pathologists.

+ *Administrative Academy #1888: History of Diverse Learning in Schools and Strategies for Improving Outcomes for All Learners*
+ *Administrative Academy #3712: Adaptive Schools*
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Trainings in assessment will support multi-disciplinary teams to gather evidence of student strengths and differences in order to inform the special education evaluation and IEP processes.

+ *Team Based Functional Behavior Assessment & Behavior Intervention Planning (FBA/BIP)*
+ *Autism Diagnostic Observation System - 2nd edition (ADOS-2)*

33 Parent Education

In partnership with the Association of Parents and Staff (APS), TrueNorth offers family learning opportunities in alignment with TrueNorth's Mission: Committed to the Possibilities of Every Learner, Every Day! These family learning opportunities assist families, educators, and the community at large to better equip themselves while they navigate special education services, prepare for transition, independent living, and ultimately strengthen families to increase student outcomes.

+ *Navigating Illinois Disability Services & Supports*
+ *IEP's - The Basics and Beyond*
+ *Preparing Your Child (Yourself) for the Future*

33 IEP Training

The purpose of the IEP workshop is to provide vital information to special education administrators and staff that can enhance their practices and procedures at domain, eligibility, and IEP meetings. The IEP workshop provides intensive training about legal requirements for such meetings and effective techniques for preparing for, participating in, and completing follow-up activities after such meetings are conducted. Key documentation issues for IEP compliance are also addressed, as well as practical suggestions for avoiding the most common (and some uncommon) IEP missteps.

Welcome

In our quest to support students with disabilities, their families and their friends, the work of TrueNorth Educational Cooperative 804 is grounded in values of justice, inclusion, and equity.

TrueNorth was established in 1960 as the Northern Suburban Special Education District (NSSED) to share resources among member school districts to meet the needs of all students requiring special education programs and services.

TrueNorth Educational Cooperative 804 provides services and instructional programming, professional learning, coaching and consultation to 18 member districts around diverse learners.

This guidebook and catalog highlights the offerings of TrueNorth. Please email info@truenorth804.org or visit truenorth804.org for more information.

Kurt A. S. Ph.D.

Kurt A. Schneider, Ph.D.
Superintendent

Services and Programs

TrueNorth serves every learner, every day by providing a wide array of programs and services designed to give students access to the highest levels of learning. Informed by research and policy, TrueNorth supports member districts in their efforts to increase inclusive opportunities that promote high expectations, engagement, and growth for all learners.

Systemic Support for Inclusive Practices

The TrueNorth Educational Cooperative 804 Comprehensive Systems Assessment tool supports school districts with systemic implementation. This Comprehensive Systems Assessment currently includes the following components:

Equity Systems Assessment	Equity and Inclusion for Teachers	
Semi-Structured Interviews	Systemic Implementation for Social Emotional Learning for Building or District SEL Leadership	
Special Education Program Review for Special Education Leaders	Social Emotional Learning and Wellbeing for Adults	
Inclusive Practices Beliefs Survey for Teachers and Staff	Social Emotional Learning for Students Grades 3-12	

TrueNorth coaching and consultation provides the connection between learning and the application and integration of new skills in schools and classrooms. Coaching Systemic Implementation of Social Emotional Learning (SEL) is designed to partner with districts in their process of implementing SEL and facilitate the thinking of team members.

Preschool through Transition

Early Childhood Services

TrueNorth provides early childhood services and programs in community-based preschool partnership sites and integrated public school classrooms. TrueNorth supports learners in a play-based learning environment driven by best practices in Early Childhood learning standards, social emotional learning, and pre-academic development.

- Blended - half day
- Extended Blended - full day
- Inclusion Partnership
- Community Preschool - half day

For more information about Early Childhood Services, call Lynn Clarke, Director of Instruction, at (847) 831-5100 x2128.

Supported Learning Environments (SLE)

SLE services support students in grades K - 12 with developmental delays, cognitive disabilities, autism, and multiple disabilities. Using general education curriculum with supplemental resources, students develop academic, social-emotional, communication, vocational, and life skills using the TrueNorth Essential Skills curriculum.

- Tuition Students
- Individualized Team supports

For more information about SLE, call Lynn Clarke, Director of Instruction, at (847) 831-5100 x2128.

Transition Services

The TrueNorth Transition Services department supports students aged 18-22 with individualized services focused on all areas of the student's transition plan. Vocational training, functional academic application, independent living, and leisure and recreational skills are all available through TrueNorth Transition Services.

For more information about Transition Services, call Lynn Clarke, Director of Instruction, at (847) 831-5100 x2128.

Professional Learning and Coaching

Professional Learning

TrueNorth offers a variety of professional learning opportunities to all educators within our member districts. Access the online catalog at truenorth804.org/professionallearning.

Coaching and Consultation

Coaching and consultation can target needs at the individual student, classroom, school, or district-levels to meet the academic and social-emotional/behavioral needs and improve the outcomes of all students. These services are designed to support and complement the instruction and services that students are receiving in their home districts and communities.

For more information about Professional Learning, Coaching and Consultation Services, call Lindsay Kiraly, Director of Professional Learning and Coaching, at (847) 831-5100 x2415.

Related and Itinerant Services

TrueNorth provides related and itinerant services. Services include:

- **Occupational Therapy**
  - » Block Service Time
  - » IEP Service Time
  - » Evaluations
  - » Mentoring Support

- **Physical Therapy**
  - » Block Service Time
  - » IEP Service Time
  - » Evaluations
  - » Mentoring Support

- **Speech and Language**
  - » Block Service Time
  - » IEP Service Time

- **Integrated Assistive Technology**
  - » Block Service Time
  - » Unit Service Time

- **Adapted Physical Education**
  - » Block Service Time
  - » IEP Service Time

- **Nursing**
  - » 1:1 Nursing Support
  - » Program Nursing Support
  - » Nursing Services
    (Vision screening, CPR training, etc.)

- **Psychology** (including evaluation support)

For information about Related and Itinerant Services, call Dr. Carol Michels, Director of District Services, at (847) 831-5100 x2254.

- **Vision (TVI and O&M)**

For information about our Vision Program, call Lynn Clarke, Director of Instruction, at (847) 831-5100 x2128.

TrueNorth can staff leave coverage for your district's employees in the areas above.

Other Services

Transportation

TrueNorth coordinates and routes specialized student transportation.

Staffing

TrueNorth hires teaching assistants and other roles to staff district needs.

Extensions

- Extended Bridging Support
- Proactive Behavioral Support
- Specialized Literacy Support
- Vocational Assessment
- Vocational Services and Placements
- Community Based Instruction
- Transition Planning and Supports
- Transition Planning 6th-8th Cohort
- Essential Skills Curriculum and Loan Library
- Early Childhood Screenings
- Early Childhood Evaluations
- Early Intervention Transition Coordination (Birth-3)

Specialized Professional Connections

- Teacher Professional Learning Community (students with significant support needs)
- SLP Professional Learning Community (students with significant support needs)
- Transition/Vocational Professional Learning Community
- School Psychologist/BCBA/Social Worker Professional Learning Community
- SLP/AAC Professional Learning Community (all students across learning environments/inclusion)
- Assistive Technology Professional Learning Community
- Occupational Therapy Professional Learning Community
- Early Childhood Professional Learning Community
- Literacy Specialists Professional Learning Community

Summer Services

- Extended School Year (ESY) at North Shore Academy, North Shore Academy Elementary, Early Childhood-12th grade, Transition, and Arbor Academy
- Nursing
- Early Childhood Evaluations
- Summer Related Services (in your district)
  - » Occupational Therapy
  - » Physical Therapy
  - » OT/PT Summer Evaluations
  - » Speech and Language
  - » Integrated-Assistive Technology
  - » Vision

Therapeutic Day Schools

North Shore Academy and Elementary Schools

North Shore Academy is a K-12 therapeutic day school across two buildings that is designed to support students who have been identified with emotional or behavioral disabilities. We are committed to developing an educational community that embraces and supports students who struggle to cope effectively with the stresses of a general education environment.

Our focus is providing students with skills they need to feel a sense of belonging, independence and mastery through a focus on the Circle of Courage and recognize that behaviors are connected with building skill. For many students, this includes meeting the goal of returning to their home school as successful learners; for some high school students it may mean building the skills they will need to be successful for life after school.

Our skilled and educated staff partner with families, students, school districts, and community agencies to foster the dreams and hopes of students and families whose lives often feel derailed by the challenges of school. Our K-5 elementary school and our middle and high school building are located on Red Oak Lane in Highland Park.

To learn more about how North Shore Academy Elementary can help your students, call Jennifer Cooper-Wells, Principal at (847) 291-7905 x3150.

To learn more about how North Shore Academy can help your students, call Kendra Wallace, Principal at (847) 831-0603 x5100.

Arbor Academy

Arbor Academy serves students on the autism spectrum or with similar learning profiles. Arbor Academy provides instruction in language development, communication skills, generalization skills, and behavioral intervention with a basis in principles of Applied Behavior Analysis (ABA). Classroom core teams include the special education teacher, a speech language pathologist, and an occupational therapist. Teams are supported by a Board Certified Behavior Analyst, Instructional Coach, Augmentative Alternative Communication Coach, and an Adapted PE Teacher. Family engagement is highly valued and programming includes monthly "early release" days to enable specific work with families in the home environment.

To learn more about how Arbor Academy can help your learners, call Kendra Wallace, Principal at (847) 831-0603 x5100.
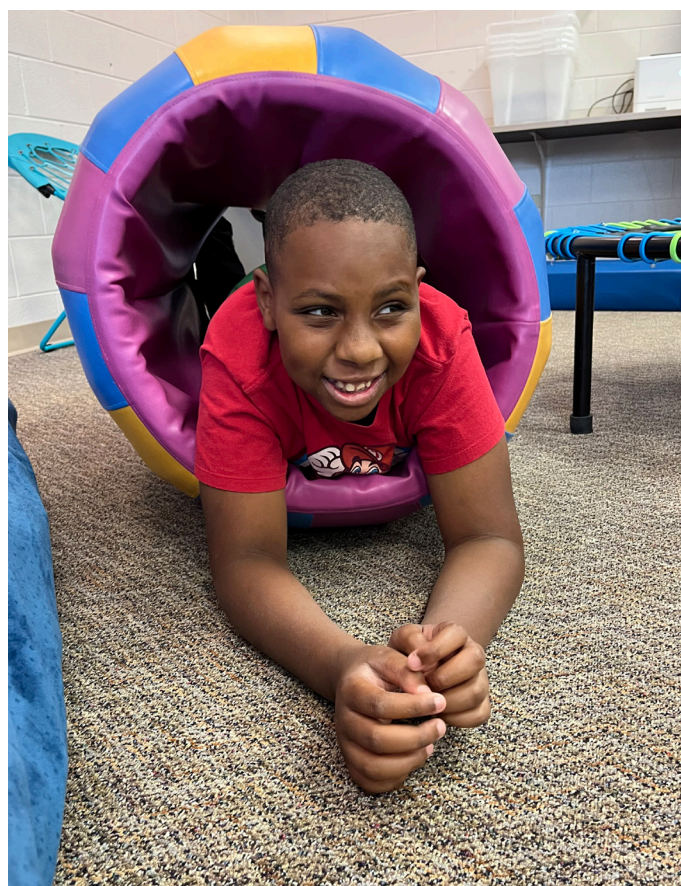
Professional Learning Course Catalog

TrueNorth Educational Cooperative 804 professional learning content is determined by a comprehensive professional learning system that fosters collective responsibility for student success across the TrueNorth Educational Cooperative 804 region. The system promotes transparency in decision making, intentionality, and effectiveness of professional learning. TrueNorth's vision is that cooperative professional learning opportunities equitably support member district needs and impact student learning.

The TrueNorth Professional Learning Innovation team includes educators from member districts and TrueNorth programs and departments; they represent different regions, roles, and age of students served. The team reviews professional learning needs identified by our member district administration and makes recommendations for resource allocation.

TrueNorth's offerings are aligned with a rubric from The Center on School Turnaround at WestEd; this review tool is a component of TrueNorth's system assessment for school districts.

Charges

All TrueNorth Professional Learning learning opportunities listed in this preview are included with a school district's membership in the cooperative. **Member district staff can register for all offerings in this catalog at no charge**. Educators from non-member districts can register for professional learning opportunities at the cost shown on the registration page.

Professional Learning
Vision Statement

Empower diverse learners* to collaborate in order
to develop equitable and inclusive learning
environments, which leads to actions that
impact student growth and potential.

Learners are everyone/anyone

Definition of Professional Learning

Professional learning is designed to refine and expand knowledge, skills, attitudes, and practices in order to impact student growth through intentional, continuous, and collaborative engagement.

Professional Learning Beliefs

High Expectations: Ambitious goals lead to powerful actions & remarkable results.

Diversity: Diversity and inclusivity strengthen an organization and improve its decisions and outcomes.

Impact: Evaluation and reflection strengthen performance & results.

Collaboration: Any organization's culture and climate builds shared responsibility for learning that produces student growth.

Shared Leadership/Expertise: As a cooperative wide community we can solve our most complex problems by tapping internal expertise and knowing when to utilize outside resources.

Empowerment: Learners develop personalized plans that are relevant and meaningful to support their continuous improvement.

Customized Professional Learning

Most of TrueNorth's professional learning opportunities can be purchased for delivery within a district. This allows the district to select the date, provide context to the topic, and host their staff on-site.

If a district is interested in purchasing on-site professional learning topics that are not currently listed, our team is available to explore how TrueNorth might support learning within your district.

For more information about bringing TrueNorth professional learning to a district, please contact Lindsay Kiraly, Director of Professional Learning and Coaching at lkiraly@truenorth804.org.

Professional Learning Cohorts

Professional Learning Cohorts are "a set of purposeful, planned actions and the support system necessary to achieve the identified goals" (Killion, Learning Forward). Effective professional learning programs are ongoing, collaborative, and focused on student achievement, allowing participants to take a deeper dive into the content and spend more time reflecting and planning with colleagues in order to have an impact on students. Each professional learning cohort addresses a specific goal or area of focus.

Foundations

Foundations is the cornerstone of Dr. Sprick's Safe and Civil School's series. This program will walk building teams through the process of designing a proactive and positive schoolwide discipline plan by engaging in a process to address how to establish structures for positive school climate and culture, school safety, student motivation, and academic engagement. The Foundations program provides both content and structure for the change process to work toward a climate that emphasizes proactive and positive corrective responses to misbehavior.

Foundations is a three-to-four-year professional learning program that targets school improvement (Length of program is dependent on scheduling).

Each building must have a Leadership Team (including a building administrator) with heavy representation of general education teachers who can attend all sessions within a given school year.

Coaching Cohort

This professional learning program is for all educational coaches, whether their focus is on instruction, technology, or another specialty. Our mission as coaches is to collaborate with educators to enhance student outcomes through a partnership approach. In order to accomplish this mission, the Coaching Cohort provides a developmental approach to supporting both novice and experienced coaches interested in building and refining their craft and coaching identity.

This two-year program consists of two types of learning experiences: coaching skill-focused workshops and coaching cohort meetings. The coaching skills workshops will be focused on two coaching approaches, Thinking Collaborative's Cognitive Coaching^{SM} and Diane Sweeney's model of Student-Centered Coaching. (Detailed descriptions of these workshops are found on the following pages of this catalog). The coaching cohort meetings provide opportunities to engage with a professional network of coaches who share a common set of knowledge, skills, and processes across coaching "content." Within these cohort meetings, participants will collaborate with each other to establish and reflect on coaching beliefs and practices, develop and refine one's identity as a coach, and continue refining coaching skills through practice.

Register at
truenorth804.midaseducation.com

Have a question?
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Designing and Evaluating Instruction for All Learners Cohort

This professional learning program supports general and special educators to collaboratively learn, reflect, and plan for building inclusive practices and culture in classrooms and buildings. Research shows that there are academic and social benefits for **all** students educated in inclusive environments in which all are welcomed as valued members of the school community. In this flexible multi-year program, participants will develop a strong foundation in philosophy, knowledge, and skills to support **all** learners in an inclusive general education environment.

Social Emotional Learning: Learners and Leaders Professional Learning Series

Integrated Social Emotional Learning equips educators with the skills to teach and model the knowledge, skills and practices of self-awareness, self-management, social awareness, relationship skills and responsible decision making needed to grow, thrive and lead meaningful lives.

School leadership teams can engage in TrueNorth's multi-year series that is guided by the CASEL framework and other leaders in the field of SEL. Participants will engage in collective learning to:

1. Acquire the knowledge, skills, and disposition for successful systemic implementation of SEL.

2. Enhance the social emotional skills in themselves, their professional learning communities, and in students.

Register at
truenorth804.midaseducation.com

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Equity & Learning For All

Providing equitable access to education and honoring the dignity of all learners creates a positive effect on learning. These sessions are for educators who are working to address equity at the individual, classroom and/or systems levels.

Administrative Academy #1888: History of Diverse Learning in Schools and Strategies for Improving Outcomes for All Learners

Our role in education is to prepare our students for success after their years in the educational system. The question arises, what are the skills needed today to prepare them for their future? How do we foster those skills for all students in our educational community?

In this session, Dr. Kurt Schneider will facilitate reflection on the history of American schooling for all learners. Research will be provided to analyze how to evolve classrooms and communities to embrace all students and improve the outcomes for all learners.

This workshop meets the ethical CEU requirements for Social Workers.

Designing and Evaluating Instruction for All Learners Cohort

This professional learning program supports general and special educators to collaboratively learn, reflect, and plan for building inclusive practices and culture in classrooms and buildings. Research shows that there are academic and social benefits for all students educated in inclusive environments in which all are welcomed as valued members of the school community. In this flexible multi-year program, participants will develop a strong foundation in philosophy, knowledge, and skills to support **all** learners in an inclusive general education environment.

Thinking Collaborative: Adaptive Schools

The Adaptive Schools sessions introduce a productive, practical set of ideas and tools for developing collaborative groups in becoming effective and better equipped to resolve complex issues around student learning. The work of the Adaptive Schools training is to develop the resources and capacities of the organization and of individuals to cohesively respond to the changing needs of students and society. The training not only explores what makes teams effective, but how to develop skills as facilitators and informed group members in informal and formal settings, in small and large groups. It takes participants beyond the idea of professional learning communities to the actual implementation, describing specific ways to weave the collaborative fabric of a faculty, develop group member skills, and acquire the principles and understandings to engage in a continuous cycle of team and individual improvement. Adaptive Schools is the "how" of professional learning communities: how to behave in groups, how to lead them, and how to facilitate them for improved leading, teaching, and learning.

This training is intended for anyone who has to facilitate groups, run meetings, or desires to develop collaboration will benefit. Come as a team or with a partner. Participants are expected to attend all four days of the workshop.

Participants are eligible for Administrative Academy credit for attendance on day 1 of this series.

Register at
truenorth804.midaseducation.com

Have a question?
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Natural Proportions Scheduling Process

In this session, participants will learn about the process of equitable scheduling to ensure their classroom makeup reflects the natural proportions of students with and without disabilities in their community. This scheduling technique maximizes collaboration and effective inclusive instruction as well as contributes to reducing the performance gap among students. Participants will learn about the three phases of scheduling and tools to support the process.

This training is intended for administrators, building leaders, and educators who participate in the class distribution process for kindergarten through 8th grade.

This training is going to be most impactful for participants from districts who have attended Year 1 of the Designing and Evaluating Instruction For ALL Learners cohort.

Professional Learning Opportunity with Dr. Decoteau Irby

TrueNorth looks forward to hosting Dr. Decoteau Irby in the 2023-24 school year. Dr. Irby is an associate professor at University of Illinois at Chicago and author of Stuck Improving. He consults with districts, schools, organizations, and community groups in the areas of organizational leadership and improvement for racial equity. Dr. Irby emphasizes that "racial equity is dynamic, shifting as our emerging racial consciousness evolves and as racism asserts itself anew" (Irby, 2021). His work provides a framework for school districts to use in reflecting on their current progress and to plan for propelling toward racial equity. Participants in Dr. Irby's past sessions at TrueNorth found great value in his work and highly recommended future learning opportunities!

For more information, visit TrueNorth's MIDAS registration.

Making Action Plans (MAPs) Process to Support Individual Student Planning

In this session, participants will learn the multi-step process to collaboratively plan for individual students with extensive support needs. This process can be used for any learner who is being included for the first time, who is transitioning from a more restrictive setting to an inclusive setting, or when a school team wants to improve participation, membership, or performance in social and/or academic areas.

The Maryland Coalition for Inclusive Education (MCIE) has adapted the MAPS process to design supports for all learners with extensive needs so that they can participate in general education instruction and school settings as a successful and valued member of their school community. This individual student planning process is flexible so that each team can focus on planning for their unique learners. This structure begins or expands upon a structure for various educators and service providers to work as a team for creative problem solving.

This session is designed for participants who may facilitate and guide pre-k through post-high school teams in:

- Gathering additional information and identifying supports for complex learners that will connect to the creation of IEP goals and specialized services.
- Developing action plans and strategies to promote access and participation.

Register at
truenorth804.midaseducation.com

Have a question?
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Instructional Strategies
For All Learners

Sessions address how to provide all students with access to rigorous curriculum, with a full continuum of services, in a general education setting that fosters engagement of all learners.

Designing and Evaluating Instruction for All Learners Cohort

This professional learning program supports general and special educators to collaboratively learn, reflect, and plan for building inclusive practices and culture in classrooms and buildings. Research shows that there are academic and social benefits for all students educated in inclusive environments in which all are welcomed as valued members of the school community. In this flexible multi-year program, participants will develop a strong foundation in philosophy, knowledge, and skills to support all learners in an inclusive general education environment.

Wilson Reading System: Introductory Course

This course provides participants with an overview of the Wilson Reading System® (WRS) 4th Edition curriculum and serves as the prerequisite for WRS Level I Certification. Over three consecutive days (16.5 hours), this course examines how WRS addresses the teaching of phonemic awareness, word identification, vocabulary, fluency, and comprehension through an integrated study of phonology, morphology, and orthography with students in grade two and above with persistent phonological coding deficits.

Dr. Paula Kluth: Collaborative Teaching

Participants in this training will become familiar with the critical elements of an effective collaborative team. This session is intended to prompt discussion and encourage partners to talk and think about teaching beliefs, teaching roles, and collaborative behaviors. Dr. Kluth will discuss a variety of collaborative teaching structures and explore ways educators can work together in shared classrooms. She will also share ideas for developing a shared vision, setting team goals, differentiating as a team, learning as partners, and celebrating successes!

Dr. Paula Kluth: Joyful Learning

Teachers in K-12 classrooms are increasingly embracing the goals and values of inclusive schools. They have moved beyond the "why" and are interested in the "how." Participants in this interactive session will apply principles of Universal Design for Learning and differentiated instruction by exploring a number of collaborative, active, and brain-compatible techniques aimed at engaging students, making lessons more joyful, and creating space for students with and without disabilities to learn together.

Register at
truenorth804.midaseducation.com

Have a question?
Visit our FAQ page

ASHA: Accessing Communication Using Yes/No Responses for Students with Complex Bodies

Do you have a student who cannot access communication supports through directly touching them, or students whose body limits their ability to interact with their communication partners?

Do you wonder what other options are available for these complex communicators?

One way to provide students access to more robust language may be establishing a yes/no response. In this course, participants will establish why teaching a yes/no response is valuable for these complex communicators. Strategies used to teach yes/no access for communication will be discussed. Participants will review and practice ways to incorporate yes/no responses throughout the school day, including how to write this communication access method into students' educational goals.

This course is offered for .25 ASHA CEUs (Intermediate Level, Professional Area). ASHA CEUs are only awarded to those persons who are valid members of the ASHA Registry

ASHA: Enhancing LiterAACy Instruction for Students with Complex Communication Needs

Research has shown that the majority of individuals who have complex communication needs (CCN), many who may require AAC, do not have functional literacy skills. Furthermore, most of these individuals have not had the opportunity to participate in appropriate evidence-based literacy instruction as part of their educational programming (The Pennsylvania State University, 2006). Therefore, it is vital for professionals who work with those who have CCN to ensure that they are engaging in robust literacy instruction.

This training will provide participants with an overview of the key components of balanced literacy instruction as well as review best practices in a comprehensive literacy instruction approach for individuals with CCN. Participants will be introduced to resources and strategies to assist with planning for literacy instruction for their students. There will be time for exploration of resources as well as time to practice suggested intervention strategies.

* This course is offered for .55 ASHA CEUs (Intermediate Level, Professional Area). ASHA CEUs are only awarded to those persons who are valid members of the ASHA Registry.

Register at
truenorth804.midaseducation.com

Have a question?
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ASHA: Using Classroom Augmentative and Alternative Communication Across Environments

Does your classroom have a variety of AAC (Augmentative and Alternative Communication) tools collecting dust because you aren't quite sure how to use them with the students in your class?

Do you want to establish a base of AAC tools to support the communication needs of ALL students in your classroom?

Then join us for this hands-on, demonstration session. Participants will discuss the difference between classroom-based and dedicated AAC tools, and review a variety of these AAC tools you may find in your classroom. Throughout the session participants will be guided by the AAC coaches in demonstrations on how to use these tools as well as creating supports to enhance the use of these tools in your classroom or home. Creation of low-tech/no-tech communication supports will also be discussed and demonstrated. Finally, strategies to facilitate use of these AAC tools across the day for students will also be reviewed.

You will leave this session with lots of fun and easy ideas on how to use these classroom based tools to enhance communication for students across the day!

This course is offered for .4 ASHA CEUs (Intermediate Level, Professional Area). ASHA CEUs are only awarded to those persons who are valid members of the ASHA Registry.

ASHA: Strategies for Implementing Devices and Becoming Strong Communication Partners

Before a typically developing child utters their first word, they have been exposed to approximately 2,400 hours of language from those around them. However, a child who uses Augmentative and Alternative Communication (AAC) typically has limited examples of how to communicate using their specific methods (e.g., voice output device, communication book, etc). There are a variety of identified environmental and partner created barriers that can impact AAC use throughout the educational setting. Therefore, daily communication partners of students who use AAC have a critical role in successful device implementation.

In this session, we discuss why communication partners are vital for successful device use and we will identify partner strategies and implementation tools that address identified barriers to AAC use in the classroom environment.

This course is offered for .25 ASHA CEUs (Intermediate Level, Professional Area). ASHA CEUs are only awarded to those persons who are valid members of the ASHA Registry.

Register at
truenorth804.midaseducation.com

Have a question?
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Book Study:
Specially Designed Instruction (Beninghof, A.M., 2022)

In engaging, accessible chapters, expert teacher and author Anne M. Beninghof lays out a road map for providing specially designed instruction in any classroom. This book equips you with the answers to the most frequently asked questions around incorporating special education services into the general classroom – What is SDI? Who is responsible? How do we make it happen?

This multi-session virtual book club will give participants an opportunity to explore their learning and application of the effective planning process and toolkit (e.g. worksheets, planning tools and ready-to-use ideas) shared within this book. Whether participants have years of experience working with students with disabilities or are new to the profession, this critical guide provides effective strategies for every classroom.

Book Study:
Your Students, My Students, Our Students: Rethinking Equitable and Inclusive Classrooms (Jung, L. A. et., al., 2019)

Your Students, My Students, Our Students explores the hard truths of current special education practice and outlines five essential disruptions to the status quo. Within this book that is written not for "special educators" or "general educators," but for ALL educators, the authors show participants how to:

- Establish a school culture that champions equity and inclusion.
- Rethink the long-standing structure of least restrictive environment and the resulting service delivery.
- Leverage the strengths of all educators to provide appropriate support and challenge.
- Collaborate on the delivery of instruction and intervention.
- Honor the aspirations of each student and plan accordingly.

This multi-session virtual book club will give participants an opportunity to explore their learning and application of the concepts presented.

Register at
truenorth804.midaseducation.com

Have a question?
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Paraprofessional Learning Series

This series honors the value that the paraprofessional role brings to the educational team, as well as, supports investment in the longevity of their role. This series equips paraprofessionals with foundational knowledge and strategies to support all students academically, socially, and emotionally, and engage in ongoing development of teaming skills. Topics include social-emotional and behavior supports, instructional supports and teaming/collaboration. The series will be presented in such a way that paraprofessionals hired at any time in the year may join a session and begin their learning with one of the topics.

Paraprofessional Learning Series sessions include:

Relationship Building

Relationship building is the foundation of working with students. Participants will engage in learning why establishing positive relationships with students can benefit their social, emotional and academic well-being. A variety of strategies will be explored that can be used to build and sustain positive relationships.

An Introduction to Special Education

Education has evolved over time. This session is an opportunity to explore historical and present special education policies and practices. In addition, it will outline the basics around the Individualized Education Plan and 504 plans, highlighting key areas that relate to the roles and responsibilities of a paraprofessional. Overall, this training covers a broad understanding of special education for any educational stakeholder.

Behavior Supports

This training will support participants to recognize emotional escalation in students and identify strategies for de-escalation using both proactive and reactive strategies.

Instructional Supports

This session offers an opportunity to explore supporting teacher designed instruction as it relates to students' needs and the learning being presented. Participants will gain access to a variety of instructional strategies. Additionally, they will explore and practice using a planning tool to organize and advocate for the needs of the students to access the lesson/subject.

Collaboration and Communication

The paraprofessional role creates gains in student access and achievement through collaborative practices. Participants will learn strategies to increase communication through team structures and processes.

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Cultivating Shared Leadership in All Educators

"In an adaptive organization, leadership is shared — all the players learn to wear all the hats. All participants must have the knowledge and skills to manage themselves, manage students, or lead other adults. Leadership is a shared function in meetings, in staff development activities, in action research, and in classrooms." (Garmston, B. and Wellman, B., 1999. Four Hats of Shared Leadership, p. 27).

These sessions are for all educators who are interested in building their shared leadership skills through coaching, collaborating, facilitating, and presenting. Participants may choose from any of the following learning options in order to engage in the content that supports their growth as a leader in their school community.

Coaching Cohort

This professional learning program is for all educational coaches, whether their focus is on instruction, technology, or another specialty. Our mission as coaches is to collaborate with educators to enhance student outcomes through a partnership approach. In order to accomplish this mission, the Coaching Cohort professional learning program provides a developmental approach to supporting both novice and experienced coaches interested in building and refining their craft and coaching identity.

This two-year program consists of two types of learning experiences: coaching skill-focused workshops and coaching cohort meetings. The coaching skills workshops will be focused on two coaching approaches, Thinking Collaborative's Cognitive Coaching^{SM} and Diane Sweeney's model of Student Centered Coaching. (Further descriptions of these workshops are found on the following pages of this catalog). The coaching cohort meetings provide opportunities to engage with a professional network of coaches who share a common set of knowledge, skills, and processes across coaching "content." Within these cohort meetings, participants will collaborate with each other to establish and reflect on coaching beliefs and practices, develop and refine one's identity as a coach, and continue refining coaching skills through practice.

Student-Centered Coaching

Student-Centered Coaching introduces a unique way of looking at and delivering school-based coaching that puts the needs of students' front-and-center. By focusing coaching on specific goals for student learning, rather than on changing or fixing teachers, coaches partner with teachers to build capacity and navigate directly towards a measurable impact and increased student achievement. Please note that participants should have attended sessions 1 through 3 prior to registering for 4 through 6.

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Cultivating Shared Leadership in All Educators

Thinking Collaborative: Cognitive Coaching℠ Foundations

The mission of Cognitive Coaching℠ is to produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community. Research indicates that teaching is a complex intellectual activity and that teachers who think at higher levels produce students who are higher achieving, more cooperative, and better problem solvers. It is the invisible skills of teaching, the thinking processes that underlie instructional decisions, which produce superior instruction. Cognitive Coaching℠ is a research-based model that capitalizes upon and enhances teachers' cognitive processes. Educators in a variety of roles will find application of this content.

Participants are expected to attend all eight days of this series and are offered the opportunity to do so over the course of a two year period. Participants must complete sessions 1 through 4 prior to registering to attend sessions 5 through 8.

Participants are eligible for Administrative Academy credit for attendance on day 4 of this series.

Learning Lab for Cognitive Coaching℠

These opportunities are for anyone who has ever attended* Cognitive Coaching℠ and would like to continue to build confidence and craftsmanship within a supportive and structured learning community. Participants will review, reflect, and refine their coaching skills.

Participants must have attended at least the first two days of the Cognitive Coaching℠ Foundations seminar.

Register at
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Thinking Collaborative: Adaptive Schools

The Adaptive Schools sessions introduce a productive, practical set of ideas and tools for developing collaborative groups in becoming effective and better equipped to resolve complex issues around student learning. The work of the Adaptive Schools training is to develop the resources and capacities of the organization and of individuals to cohesively respond to the changing needs of students and society. The training not only explores what makes teams effective, but how to develop skills as facilitators and informed group members in informal and formal settings, in small and large groups. It takes participants beyond the idea of professional learning communities to the actual implementation, describing specific ways to weave the collaborative fabric of a faculty, develop group member skills, and acquire the principles and understandings to engage in a continuous cycle of team and individual improvement. Adaptive Schools is the "how" of professional learning communities: how to behave in groups, how to lead them, and how to facilitate them for improved leading, teaching, and learning.

This training is intended for anyone who has to facilitate groups, run meetings, or desires to develop collaboration will benefit. Come as a team or with a partner. Participants are expected to attend all four days of the workshop.

Participants are eligible for Administrative Academy credit for attendance on day 1 of this series.

Learning Lab for Adaptive Schools

These opportunities are for anyone who has ever attended Adaptive Schools and would like to continue to build confidence and craftsmanship within a supportive and structured learning community. Participants will review, reflect, and refine facilitation skills.

Thinking Collaborative: Presentation Skills

Bob Garmston's text, The Presenter's Fieldbook comes to life in this practical, hands-on two-day seminar, with strategies and concepts for structuring and conducting powerful learning experiences for adults. Based on tested principles of learning and teaching, participants will combine the best that is known from theory and practice to ensure their audiences connect with them and the content.

This session is appropriate for anyone who presents, conducts workshops or meetings, makes public reports, or trains others in these activities. Learning strategies used within this seminar include presentation, modeling, discussion, simulation, practice, and feedback.

Learning Lab for Presentation Skills

These opportunities are for anyone who has ever attended Presentation Skills and would like to continue to build confidence and craftsmanship within a supportive and structured learning community. Participants will review, reflect, and refine presentation skills.

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Nonviolent Crisis Intervention

Through the Crisis Prevention Institute framework, participants will learn proactive strategies for prevention, de-escalation strategies for low-level behaviors, safety intervention techniques for aggressive behavior, and steps to facilitate restorative conversations and team debrief sessions. The sessions below fulfill a portion of the state-mandated requirement regarding adults supervising a student in isolated time out, time out, or physical restraint.

NCI initial and refresher courses

Through participation in the CPI Nonviolent Crisis Intervention program, participants will learn to identify different behavior levels that an agitated individual may experience from anxiety to a physically aggressive crisis situation. Through the CPI framework, participants will learn proactive strategies for prevention, de-escalation strategies for low-level behaviors, safety intervention techniques for aggressive behavior, and steps to facilitate restorative conversations and team debrief sessions. There is a physical portion to this training.

NCI-Verbal Intervention*

CPI Verbal Intervention™ Training is a safe, non harmful behavior management system designed to help professionals in any setting provide the best possible Care, Welfare, Safety, and Security℠ of individuals presenting a range of crisis behaviors.

The outcomes of the course are:

- Identify and know how to respond to various levels of crisis behaviors.
- Recognize how to manage your own consistent, calm behavior in order to influence a positive outcome in a crisis situation.
- Learn strategies to strengthen nonverbal communication.
- Develop limit-setting strategies when verbally intervening to de-escalate defensive behaviors. Learn safety intervention strategies to maximize safety and minimize harm. **(Physical holds will not be taught.)**
- Explore a framework to help guide staff and the individuals in distress through a process of re-establishing the relationship

* At this time, this training is only provided in districts for an additional cost.
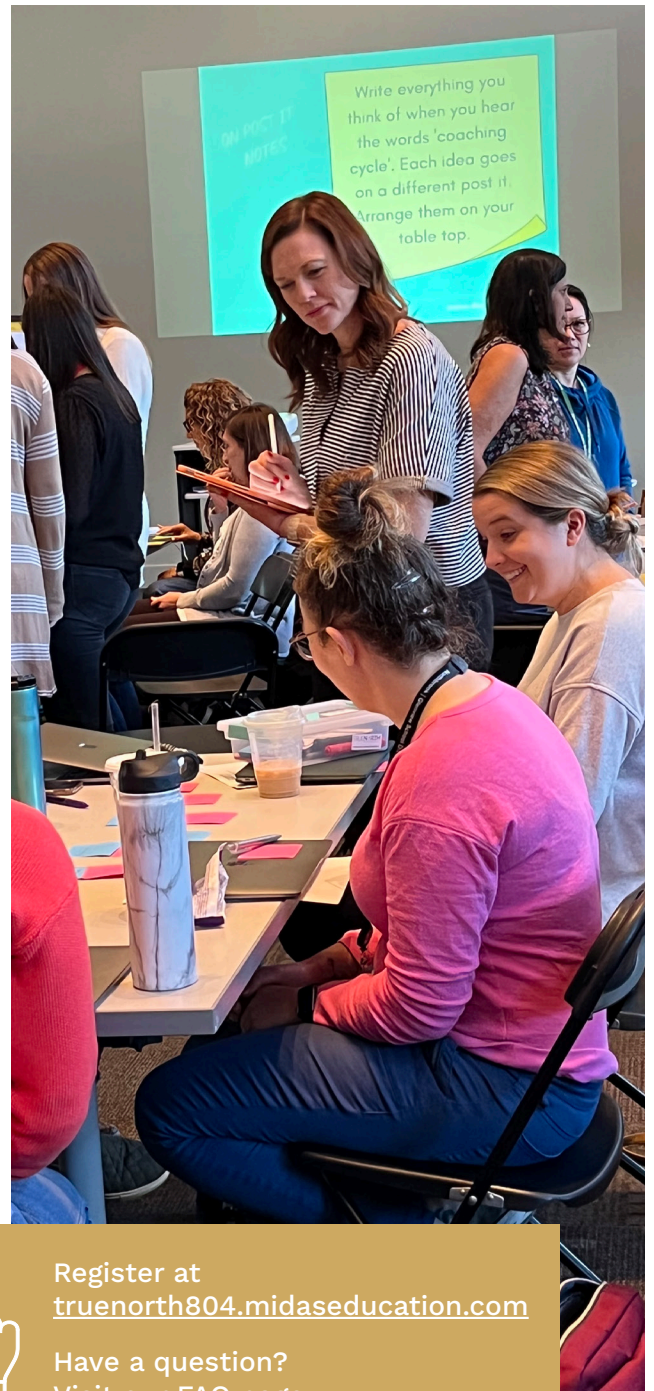
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Positive Behavior Supports for MTSS

Sessions offer a systematic approach to understanding behavior and exploring systems level, classroom-based and individualized interventions within a tiered behavior approach. Topics include planning for:

1. setting students up for success to demonstrate positive behaviors across the school day and

2. responding instructionally, respectfully, and effectively to misbehavior using evidence based strategies.

Behavior Intervention Series: Building Your Toolbox for the Classroom

This training series provides participants with a systematic approach to understand behavior and explore classroom-based interventions for students exhibiting mild to moderate misbehaviors. Facilitators will introduce selected Tier 1 interventions from the book Early-Stage Interventions: Behavior Strategies for Every Teacher (Sprick et al, 2020), which support teachers to develop proactive and corrective strategies that are manageable and effective in modifying student behavior. Participants will have opportunities to collaborate with each other in order to reflect and plan for implementation of the interventions within their own settings.

The training content is meant for all pre-k through high school educators (general education teachers, special education teachers, support staff, and administrators).

CHAMPS: A Proactive and Positive Approach to Classroom Management

CHAMPS, a framework developed by Safe and Civil Schools, offers a comprehensive classroom management plan that includes proactive, positive, and instructional strategies to address student behavior. Research has demonstrated that manipulating the following five key variables within a classroom management plan will improve student behavior in the classroom: Structure, Teach Behavior Expectations, Observe and Supervise, Interact Positively, and Correct Fluently (STOIC). When implemented, staff are more prepared to teach and effectively respond to student behavior. Within this training, participants will have opportunities to reflect on current practices, develop STOIC strategies for their setting, and collaborate with other participants. In addition, sessions include group discussion, videos, and work time.

The training content is meant for pre-k through high school educators (general education teachers, special education teachers, support staff, and administrators). It should be noted that the activities will be application-based, so those will be most meaningful to classroom teachers.

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De-escalation: Identifying Emotional Escalation and Effective Strategies

In this class participants will discuss ways to identify the different stages of the emotional escalation cycle as well as explore de-escalation strategies that might be used at the various stages to support students. This training will focus on prevention while providing participants with techniques to help diffuse student crises. Participants will explore how staff responses can impact student behavior and they might implement in-the-moment strategies to help maintain calm. Participants will engage in study and application of strategies throughout the session.

The content of this session is geared towards all educators (paraprofessionals, teachers, support staff, etc.) from kindergarten to post high school aged classrooms and settings.

Team Based Functional Behavior Assessment & Behavior Intervention Planning (FBA/BIP)

This program is designed to support multi-disciplinary teams in developing comprehensive Functional Behavior Assessments (FBA) and Behavior intervention Plans (BIP). By participating in these sessions, teams will learn about concepts such as clearly defining target behaviors, collecting comprehensive data using a team approach and developing function-based hypotheses. Additionally, they will focus on developing replacement behaviors and intervention strategies linked to the hypothesized function of behavior. Identifying a process for monitoring and adjusting interventions based on data collected will also be addressed. Teams will also be given the opportunity to apply the information to their own case studies with the support of the presenter(s).

Approaching Trauma with Social Emotional Learning for All

This training equips educators with foundational knowledge and strategies to support all students who may have been exposed to varying levels of trauma in their background. Participants will strengthen their understanding of trauma and explore connections between trauma-informed practices and social emotional learning.

This training fulfills a portion of the state-mandated requirement regarding adults supervising a student in isolated time out, time out, or physical restraint.

Fostering Resilient Learners

This session is presented by licensed mental health counselor and author, Kristin Souers. Participants will join in an exploration of trauma-invested practices in the school setting.

The session will inform questions such as:

- How do we create safe spaces for young people?
- How do we help students (and adults) manage their emotions?
- What is the best way to support students who are truly struggling?
- How do we mitigate the detrimental effects of trauma and stress?
- What can we do to make sure teaching and learning is a joyful experience for everyone involved?

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Social Emotional Learning

"SEL can help all young people and adults thrive personally and academically, develop and maintain positive relationships, become lifelong learners, and contribute to a more caring, just world." (CASEL)

The sessions below offer a variety of learning opportunities to support individuals and school teams in developing SEL for all learners.

Social Emotional Learning: Learners and Leaders Professional Learning Series

Integrated Social Emotional Learning equips educators with the skills to teach and model the knowledge, skills and practices of self-awareness, self-management, social awareness, relationship skills and responsible decision making needed to grow, thrive and lead meaningful lives.

School leadership teams can engage in TrueNorth's multi-year series that is guided by the CASEL framework and other leaders in the field of SEL. Participants will engage in collective learning to:

1. Acquire the knowledge, skills, and disposition for successful systemic implementation of SEL.

2. Enhance the social emotional skills in themselves, their professional learning communities, and in students.

Collaboration Group for the RULER Approach to SEL

These sessions are an opportunity to connect with other school districts in the North Shore area that are implementing the RULER Approach for Social Emotional Learning. Through dialogue and collaborative activities, participants will have an opportunity to reflect on successes, hear from and share with other districts and discover next steps in their process of RULER implementation.

Outcomes:
- Establishing and extending connections to local RULER users.
- Increasing understanding of successful RULER implementation through reflection, collaboration, and integration of new ideas.

Approaching Trauma with Social Emotional Learning for All

This training equips educators with foundational knowledge and strategies to support all students who may have been exposed to varying levels of trauma in their background. Participants will strengthen their understanding of trauma and explore connections between trauma-informed practices and social emotional learning.

This training fulfills a portion of the state-mandated requirement regarding adults supervising a student in isolated time out, time out, or physical restraint.

Youth Mental Health First Aid Training

This training teaches all educators and staff who have contact with students during the school day to identify, understand and respond to signs of mental health and substance use challenges among adolescents ages 12-18. Participants will build skills and confidence needed to reach out to and provide initial support to young people who are struggling. Participants will also learn how to help connect students to appropriate support. Content for this training will be most relevant to staff working with grades 6 through 12.

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Fostering Resilient Learners

This session is presented by licensed mental health counselor and author, Kristin Souers. Participants will join in an exploration of trauma-invested practices in the school setting. The session will inform questions such as:

- How do we create safe spaces for young people?
- How do we help students (and adults) manage their emotions?
- What is the best way to support students who are truly struggling?
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Teamwork & Collaboration

Sessions foster individuals and groups to form as leaders in thinking and problem solving collaboratively.

Thinking Collaborative: Adaptive Schools

The Adaptive Schools sessions introduce a productive, practical set of ideas and tools for developing collaborative groups in becoming effective and better equipped to resolve complex issues around student learning. The work of the Adaptive Schools training is to develop the resources and capacities of the organization and of individuals to cohesively respond to the changing needs of students and society. The training not only explores what makes teams effective, but how to develop skills as facilitators and informed group members in informal and formal settings, in small and large groups. It takes participants beyond the idea of professional learning communities to the actual implementation, describing specific ways to weave the collaborative fabric of a faculty, develop group member skills, and acquire the principles and understandings to engage in a continuous cycle of team and individual improvement. Adaptive Schools is the "how" of professional learning communities: how to behave in groups, how to lead them, and how to facilitate them for improved leading, teaching, and learning.

This training is intended for anyone who has to facilitate groups, run meetings, or desires to develop collaboration will benefit. Come as a team or with a partner. Participants are expected to attend all four days of the workshop.

Participants are eligible for Administrative Academy credit for attendance on day 1 of this series.

Learning Lab for Adaptive Schools

These opportunities are for anyone who has ever attended Adaptive Schools and would like to continue to build confidence and craftsmanship within a supportive and structured learning community. Participants will review, reflect, and refine facilitation skills.

Thinking Collaborative: Cognitive Coaching^{SM} Foundations

The mission of Cognitive Coaching^{SM} is to produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community. Research indicates that teaching is a complex intellectual activity and that teachers who think at higher levels produce students who are higher achieving, more cooperative, and better problem solvers. It is the invisible skills of teaching, the thinking processes that underlie instructional decisions, which produce superior instruction. Cognitive Coaching^{SM} is a research-based model that capitalizes upon and enhances teachers' cognitive processes. Educators in a variety of roles will find application of this content.

Participants are expected to attend all eight days of this series and are offered the opportunity to do so over the course of a two year period. Participants must complete sessions 1 through 4 prior to registering to attend sessions 5 through 8.

Participants are eligible for Administrative Academy credit for attendance on day 4 of this series.

Learning Lab for Cognitive Coaching^{SM}

These opportunities are for anyone who has ever attended* Cognitive Coaching^{SM} and would like to continue to build confidence and craftsmanship within a supportive and structured learning community. Participants will review, reflect, and refine their coaching skills.

Participants must have attended at least the first two days of the Cognitive Coaching^{SM} Foundations seminar.

Register at
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Team Based Functional Behavior Assessment & Behavior Intervention Planning (FBA/BIP)

This program is designed to support multi-disciplinary teams in developing comprehensive Functional Behavior Assessments (FBA) and Behavior intervention Plans (BIP). By participating in these sessions, teams will learn about concepts such as clearly defining target behaviors, collecting comprehensive data using a team approach and developing function-based hypotheses. Additionally, they will focus on developing replacement behaviors and intervention strategies linked to the hypothesized function of behavior. Identifying a process for monitoring and adjusting interventions based on data collected will also be addressed. Teams will also be given the opportunity to apply the information to their own case studies with the support of the presenter(s).

Register at
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Job-alike Networks

The purpose of Network Meetings is to allow groups of professionals with similar roles and responsibilities from different districts to come together to further their professional learning that is specific to their role. Facilitators use a variety of approaches to engage participants in case sharing and discussion to learn from each other about current topics in their field.

Continuing Education
for License Requirements

Sessions include options that meet continuing education requirements in addition to the Professional Development Hours issued for ISBE licensure. This includes Administrative Academies and ASHA CEUs for Speech and Language Pathologists.

Administrative Academy #1888: History of Diverse Learning in Schools and Strategies for Improving Outcomes for All Learners

Our role in education is to prepare our students for success after their years in the educational system. The question arises, what are the skills needed today to prepare them for their future?

How do we foster those skills for all students in our educational community?

In this session, Dr. Kurt Schneider will facilitate reflection on the history of American schooling for all learners. Research will be provided to analyze how to evolve classrooms and communities to embrace all students and improve the outcomes for all learners.

This workshop meets the ethical CEU requirements for Social Workers.

Administrative Academy #3712: Adaptive Schools

The Adaptive Schools sessions introduce a productive, practical set of ideas and tools for developing collaborative groups in becoming effective and better equipped to resolve complex issues around student learning. The work of the Adaptive Schools training is to develop the resources and capacities of the organization and of individuals to cohesively respond to the changing needs of students and society. The training not only explores what makes teams effective, but how to develop skills as facilitators and informed group members in informal and formal settings, in small and large groups. It takes participants beyond the idea of professional learning communities to the actual implementation, describing specific ways to weave the collaborative fabric of a faculty, develop group member skills, and acquire the principles and understandings to engage in a continuous cycle of team and individual improvement. Adaptive Schools is the "how" of professional learning communities: how to behave in groups, how to lead them, and how to facilitate them for improved leading, teaching, and learning.

This training is intended for anyone who has to facilitate groups, run meetings, or desires to develop collaboration will benefit. Come as a team or with a partner. Participants are expected to attend all four days of the workshop.

Participants are eligible for Administrative Academy credit for attendance on day 1 of this series.

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Administrative Academy #3866: The Foundations of Cognitive Coaching^{SM}

The mission of Cognitive Coaching^{SM} is to produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community. Research indicates that teaching is a complex intellectual activity and that teachers who think at higher levels produce students who are higher achieving, more cooperative, and better problem solvers. It is the invisible skills of teaching, the thinking processes that underlie instructional decisions, which produce superior instruction. Cognitive Coaching^{SM} is a research-based model that capitalizes upon and enhances teachers' cognitive processes. Educators in a variety of roles will find application of this content.

Participants are expected to attend all eight days of this series and are offered the opportunity to do so over the course of a two year period. Participants must complete sessions 1 through 4 prior to registering to attend sessions 5 through 8.

Participants are eligible for Administrative Academy credit for attendance on day 4 of this series.

ASHA: Accessing Communication Using Yes/No Responses for Students with Complex Bodies

Do you have a student who cannot access communication supports through directly touching them, or students whose body limits their ability to interact with their communication partners?

Do you wonder what other options are available for these complex communicators?

One way to provide students access to more robust language may be establishing a yes/no response. In this course, participants will establish why teaching a yes/no response is valuable for these complex communicators. Strategies used to teach yes/no access for communication will be discussed. Participants will review and practice ways to incorporate yes/no responses throughout the school day, including how to write this communication access method into students' educational goals.

This course is offered for .25 ASHA CEUs (Intermediate Level, Professional Area). ASHA CEUs are only awarded to those persons who are valid members of the ASHA Registry.

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ASHA: Enhancing LiterAACy Instruction for Students with Complex Communication Needs

Research has shown that the majority of individuals who have complex communication needs (CCN), many who may require AAC, do not have functional literacy skills. Furthermore, most of these individuals have not had the opportunity to participate in appropriate evidence-based literacy instruction as part of their educational programming (The Pennsylvania State University, 2006). Therefore, it is vital for professionals who work with those who have CCN to ensure that they are engaging in robust literacy instruction.

This training will provide participants with an overview of the key components of balanced literacy instruction as well as review best practices in a comprehensive literacy instruction approach for individuals with CCN. Participants will be introduced to resources and strategies to assist with planning for literacy instruction for their students. There will be time for exploration of resources as well as time to practice suggested intervention strategies.

This course is offered for .55 ASHA CEUs (Intermediate Level, Professional Area). ASHA CEUs are only awarded to those persons who are valid members of the ASHA Registry.

ASHA: Using Classroom Augmentative and Alternative Communication Across Environments

Does your classroom have a variety of AAC (Augmentative and Alternative Communication) tools collecting dust because you aren't quite sure how to use them with the students in your class?

Do you want to establish a base of AAC tools to support the communication needs of ALL students in your classroom?

Then join us for this hands-on, demonstration session. Participants will discuss the difference between classroom-based and dedicated AAC tools, and review a variety of these AAC tools you may find in your classroom. Throughout the session participants will be guided by the AAC coaches in demonstrations on how to use these tools as well as creating supports to enhance the use of these tools in your classroom or home. Creation of low-tech/no-tech communication supports will also be discussed and demonstrated. Finally, strategies to facilitate use of these AAC tools across the day for students will also be reviewed.

You will leave this session with lots of fun and easy ideas on how to use these classroom based tools to enhance communication for students across the day!

This course is offered for .4 ASHA CEUs (Intermediate Level, Professional Area). ASHA CEUs are only awarded to those persons who are valid members of the ASHA Registry.

Register at
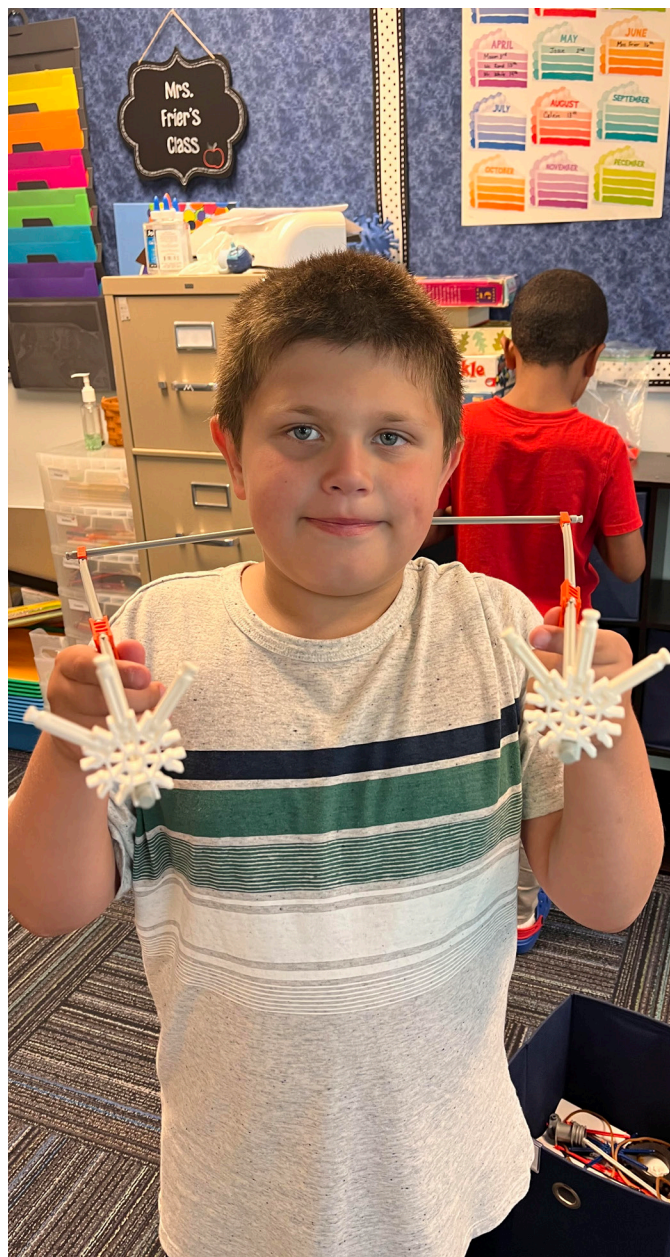truenorth804.midaseducation.com

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ASHA: Strategies for Implementing Devices and Becoming Strong Communication Partners

Before a typically developing child utters their first word, they have been exposed to approximately 2,400 hours of language from those around them. However, a child who uses Augmentative and Alternative Communication (AAC) typically has limited examples of how to communicate using their specific methods (e.g., voice output device, communication book, etc). There are a variety of identified environmental and partner created barriers that can impact AAC use throughout the educational setting. Therefore, daily communication partners of students who use AAC have a critical role in successful device implementation.

In this session, we discuss why communication partners are vital for successful device use and we will identify partner strategies and implementation tools that address identified barriers to AAC use in the classroom environment.

This course is offered for .25 ASHA CEUs (Intermediate Level, Professional Area). ASHA CEUs are only awarded to those persons who are valid members of the ASHA Registry.

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Assessment

Trainings in assessment will support multi-disciplinary teams to gather evidence of student strengths and differences in order to inform the special education evaluation and IEP processes.

Team Based Functional Behavior Assessment & Behavior Intervention Planning (FBA/BIP)

This program is designed to support multi-disciplinary teams in developing comprehensive Functional Behavior Assessments (FBA) and Behavior intervention Plans (BIP). By participating in these sessions, teams will learn about concepts such as clearly defining target behaviors, collecting comprehensive data using a team approach and developing function-based hypotheses. Additionally, they will focus on developing replacement behaviors and intervention strategies linked to the hypothesized function of behavior and identifying a process for monitoring and adjusting the interventions based on data. Teams will also be given the opportunity to apply the information to their own case studies with the support of the presenter(s).

Autism Diagnostic Observation System - 2nd edition (ADOS-2)

During the initial two day clinical training, the trainer will provide an introduction of the ADOS-2, Modules 1-4, to clinicians. The format of the training includes didactic instruction, video examples, video demonstrations of ADOS-2 administrations with children who have ASD, and group discussion. Day one will focus on Modules 3-4, which are appropriate for children, adolescents, and adults who are suspected of having ASD and who have fluent speech. Day two focuses on Modules 1-2, which are used with children (31 months and older) who are suspected of having ASD and are preverbal up to those who speak in phrases.

It is expected that prior to the training, all trainees review the ADOS-2 manual, gain some exposure to the ADOS-2 materials and have access to an ADOS-2 kit.

It is important for trainees to understand that a clinical training on the ADOS-2 is not sufficient for competency in the clinical use of the instrument. This training is considered a starting point for further training and practice on the ADOS-2. Therefore, follow-up networking opportunities and practice will be coordinated by TrueNorth to support participants attending this training.

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Parent Education

In partnership with the Association of Parents and Staff (APS), TrueNorth offers Family Learning opportunities in alignment with TrueNorth's Mission Committed to the Possibilities of Every Learner, Every Day!

These Family Learning opportunities assist families, educators, and the community at large to better equip themselves while they navigate special education services, prepare for transition, independent living, and ultimately strengthen families to increase student outcomes.

Listed below are some of the planned sessions:

Navigating Illinois Disability Services & Supports

Join Clearbrook's Transition Outreach Specialist Michelle Schwartz and Director of Respite Services Michelle Bosco in learning about PUNS, developmental disability waivers, respite services, and more.

IEP's - The Basics and Beyond

Learn the in's and out's of IEP's & 504's, how to handle difficult situations and break down your parental rights. Presented by Marni Johnson M.Ed., Ed.S. of North Shore Special Education Consulting.

Preparing Your Child (Yourself) for the Future

Identify ways to build skills and foster independence in the areas of daily living, work, and education for your child. Learn about various future planning activities and suggested timelines for getting things done.

Register at
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IEP Training

The purpose of the IEP workshop is to provide vital information to special education administrators and staff that can enhance their practices and procedures at domain, eligibility, and IEP meetings. The IEP workshop provides intensive training about legal requirements for such meetings and effective techniques for preparing for, participating in, and completing follow-up activities after such meetings are conducted. Key documentation issues for IEP compliance are also addressed, as well as practical suggestions for avoiding the most common (and some uncommon) IEP missteps.

Our Member Districts

TrueNorth Educational Cooperative 804 provides special education and related services, coaching and consultation to 18 member districts. Until July 1, 2021, the cooperative was called Northern Suburban Special Education District (NSSED).

TrueNorth has 18 member districts, 14 are elementary districts and 4 high school districts.

Northbrook School District 27
Northbrook School District 28
Sunset Ridge School District 29
Northbrook/Glenview School District 30
West Northfield School District 31
Glenview School District 34
Glencoe School District 35
Winnetka School District 36
Kenilworth School District 38

Lake Bluff School District 65
Lake Forest School District 67
Bannockburn School District 106
Deerfield Public School District 109
North Shore School District 112
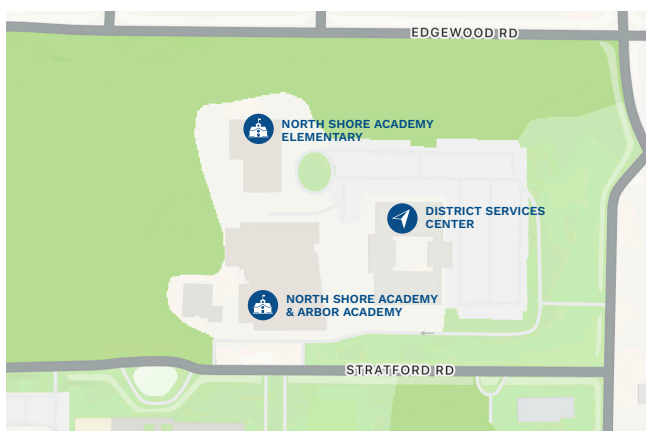Township High School District 113
Lake Forest High School District 115
New Trier High School District 203
Glenbrook High School District 225

Locations

North Shore Academy and Arbor Academy
754 Red Oak Lane
Highland Park, IL 60035
(847) 831-0603

North Shore Academy Elementary at the Rubloff Building
776 Red Oak Lane
Highland Park, IL 60035
(847) 291-7905

District Services Center
760 Red Oak Lane
Highland Park, IL 60035
(847) 831-5100

Contact Us

✉ Please contact TrueNorth at
info@truenorth804.org

Coaching and Professional Learning Services **Lindsay Kiraly** Director of Professional Learning and Coaching (847) 831-5100 ext. 2415 lkiraly@truenorth804.org	**OT/PT, APE, and Integrated Technology Services** **Dr. Carol Michels** Director of District Services (847) 831-5100 ext. 2254 cmichels@truenorth804.org	**Structured Learning Environments and Transition Services** **Lynn Clarke** Director of Instruction (847) 831-5100 ext. 2128 lclarke@truenorth804.org	**Early Childhood Programs and Services** **Lynn Clarke** Director of Instruction (847) 831-5100 ext. 2128 lclarke@truenorth804.org
North Shore Academy **Kendra Wallace** Principal (847) 831-0603 ext. 5100 kwallace@truenorth804.org	**North Shore Academy Elementary** **Jennifer Cooper-Wells** Principal (847) 291-7905 ext. 3150 jwells@truenorth804.org	**Arbor Academy** **Kendra Wallace** Principal (847) 831-0603 ext. 5100 kwallace@truenorth804.org	**Health and Nursing Services** **Dr. Carol Michels** Director of District Services (847) 831-5100 ext. 2254 cmichels@truenorth804.org
Vision Program **Lynn Clarke** Director of Instruction (847) 831-5100 ext. 2128 lclarke@truenorth804.org	**Employment Opportunities, LEA Contracts through TrueNorth** **Andy Piper** Assistant Superintendent for Human Resources (847) 831-5100 ext. 2234 apiper@truenorth804.org	**Transportation Concerns and Questions** **Leslie Reynolds** Transportation Specialist (847) 831-5100 ext. 1213 lreynolds@truenorth804.org	**Billing, Accounts Payable/Receivable** **Alyssa Hughes** Chief Financial Officer (847) 831-5100 ext. 2288 ahughes@truenorth804.org
Board Governance, General Information **Anne Carreon** Executive Assistant to the Superintendent (847) 831-5100 ext. 2279 acarreon@truenorth804.org	**TrueNorth Educational Cooperative 804** **Kurt A. Schneider, Ph.D.** Superintendent (847) 831-5100 ext. 2215 kschneider@truenorth804.org		

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