



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.



Welcome

In our quest to support students with disabilities and their nondisabled peers, all families and all friends, the work of TrueNorth Educational Cooperative 804 is grounded in long standing research and federal policy that unequivocally supports inclusive practices for all learners.

TrueNorth was established in 1960 as the Northern Suburban Special Education District (NSSSED) 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, more than 50 non-members and over 2,000 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. Schneider, Ph.D.
Superintendent

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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:

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

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 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.

- Half Day Blended Preschool
- Extended Day Preschool
- Early Childhood Screenings and Evaluations

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

Transition Services

Transition Services supports students aged 14-22 with individualized planning focused on all areas of the student's post-school plan. Beginning at age 18, students have access to career development, functional academic application, independent living, and leisure and recreational skill development in community based settings.

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

Professional Learning and Coaching

Professional Learning

TrueNorth offers a variety of professional learning opportunities to all member district staff. Educators from non-member districts can register for professional learning opportunities at the cost shown on the online registration page. 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

Our team of occupational therapists provide services in 55 different buildings across the TrueNorth region. We support ALL learners' access to their educational curriculum and environment in collaboration with their school teams. Services include:

- Block Service Time
- IEP Service Time
- Evaluations
- Mentoring Support



Physical Therapy

TrueNorth physical therapists support students and teams in member district and TrueNorth programs in 54 schools. The physical therapists work with students, teams and families to foster participation, inclusion and access through gross motor development; activity and environmental modification; student, family and team education; and the use of adaptive positioning and mobility equipment. Services include:

- Block Service Time
- IEP Service Time
- Evaluations
- Mentoring Support



Speech and Language

Our itinerant speech-language pathologists serve the communication needs of students across all ages and abilities levels through screening, assessment, and intervention. They provide inclusive, environmental support and services to students, classroom teams, families, and other professionals throughout the TrueNorth region. Services include:

- Block Service Time
- IEP Service Time
- Evaluation, Leave Support, and Mentoring Support



Integrated-Assistive Technology

The Integrated-Assistive Technology Department is committed to ensuring all students have access to the technologies they need to be successful learners, that every educator has the tools needed to provide students with high quality instruction, and that every family is involved and feels supported. We use a team approach consisting of various disciplines to provide assessments, consultations, innovative service practices, and trainings to support inclusive practices. Services include:

- Block Service Time
- Unit Service Time
- Evaluation and Mentoring Support



Adapted Physical Education

Adapted Physical Education teachers support students through direct instruction and by environmental/equipment modifications. They also support general education PE teachers so they can be confident in including all students into their physical education classes and units. Services include:

- Block Service Time
- IEP Service Time

Nursing/Health

The Health Services Department provides nursing support to district buildings as well as specialized medical support to individual students. TrueNorth nurses support districts and communities with health screenings and medical training. Services include:

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



Psychology

- Evaluation Support

Board Certified Behavior Support

- FBA Assessments
- ABA Planning and Coaching
- RBT Supervision
- PLC with ACE Approved Credits

Vision (TVI and O&M)

TrueNorth's Vision and Orientation & Mobility Program supports direct instruction to students with visual impairments, consult to teams and buildings and family support.

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

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

Vocational Assessments

The Vocational Assessment Team supports the school team to engage in a comprehensive vocational evaluation for identified students. The assessment will include an individualized intake process that may include interviews and formalized assessments. This data is used to inform future planning in the area of employment, short term and long term goal setting, transition planning, and determining what supports a student may need within a vocational setting (PAES Lab, job shadowing, internship, vocational placements, etc.).

Vocational Services & Placements

The Vocational Services Team, in partnership with local community businesses, strives to provide real-life work experiences and related training that facilitates a student's transition to employment or volunteer experiences. We provide opportunities for students from Junior High through Transition age to engage in career exploration, counseling, shadowing, interning, paid employment and more.

- Grades 6-8: Students can shadow at job sites, engage in hands-on vocational work through our PAES Lab, participate in internship opportunities and in alignment with CTE cluster standards, determine what career fields may be of interest to them.
- Grades 9-12: Students begin to work at school sites and transition into community based work settings in alignment with their postsecondary goals.
- Transition Students: students continue to develop vocational skills and work habits in areas of interest and develop independence, stamina and preferences in various career fields. Transition students are encouraged and supported to obtain paid employment opportunities prior to their 22nd birthday/ graduation from public school.

For more information please visit www.truenorth804.org/vocational

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
- Physical Therapy 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 Elementary (K-5) and North Shore Academy (6-12) are therapeutic day schools designed to support students who have been identified with emotional or behavioral disabilities. We are committed to providing an educational environment that embraces each student's individual academic and social emotional needs to equip them with the tools to be successful in any 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. 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. 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 [Lynn Clarke, Executive Director of Instruction](tel:847-291-7905), at (847) 291-7905 x3150.

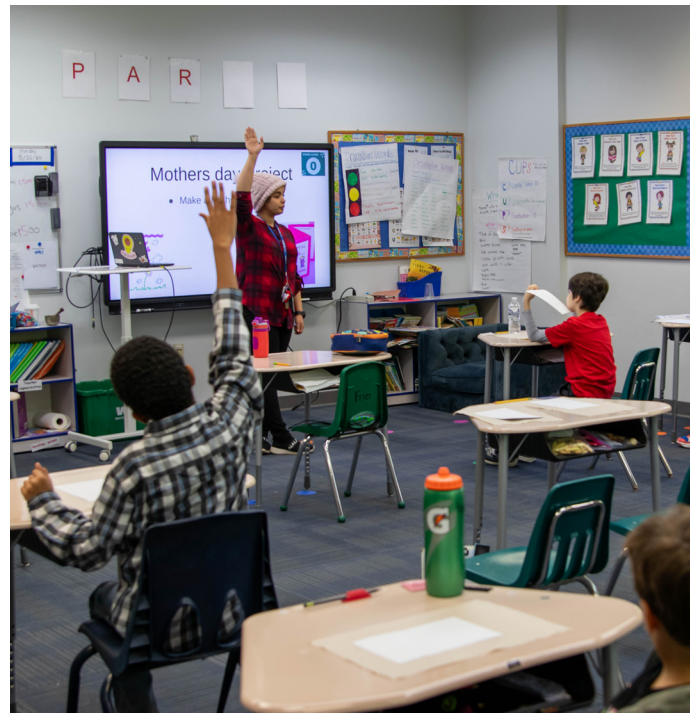


To learn more about how North Shore Academy can help your students, call [Lynn Clarke, Executive Director of Instruction](tel:847-831-0603), at (847) 831-0603 x5100.

Arbor Academy

Arbor Academy serves students with autism 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). All of these skills are necessary for students to be meaningfully included in all aspects of school and nonschool life. 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 allow specific work with families in the home and community in order for skills to transfer across environments.

To learn more about how Arbor Academy can help your learners, call [Lynn Clarke, Executive Director of Instruction](tel:847-831-0603), at (847) 831-0603 x5100.



Professional Learning Catalog 2024-25



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, whether from special education or general education and licensed or non-licensed, 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 online 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 and remarkable results.

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

Impact: Evaluation and reflection strengthen performance and 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.

Questions?

Email:
professionallearning@truenorth804.org

Website:
truenorth804.org/professionallearning

Assessment

Autism Diagnosis Observation Schedule (ADOS-2) Introductory Workshop

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.

Autism Diagnosis Observation Schedule (ADOS-2) Practice Network

This practice network will provide an opportunity for participants to collaborate with others in order to provide additional practice in administration of the ADOS-2 modules. In addition, participants will have the opportunity to discuss questions about the assessment in order to deepen their understanding and interpretation of results when assessing students for autism eligibility.

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

This multi-session course helps teams that support and evaluate students and their behavior to engage in a process of planning and collecting data from multiple perspectives. It also prepares them to monitor the interventions and adjust them based on data.

Specifically, the FBA/BIP learning program offers teams an opportunity to engage in a team-based approach for developing the following:

1. A comprehensive Functional Behavior Assessment (FBA) which includes clearly defined behavior(s) and function-based hypotheses;
2. A comprehensive Behavior Intervention Plan (BIP) with components and strategies linked to the FBA.



Cultivating Shared Leadership

Cultivating Shared Leadership Kickoff

This leadership kickoff is for all educators who are interested in building their shared leadership skills through coaching, collaborating, facilitating, and presenting. This session offers an opportunity for participants to kick off the year's learning through exploration of their identity and aspirations as a leader in their school community.

AA # 3712

Thinking Collaborative: Adaptive Schools Foundation

Administrator's Academy credit from the Lake County Regional Office of Education is available on Day 1 of the Adaptive Schools Foundation Seminar. Participants must attend all 4 days of the series.

Thinking Collaborative: Adaptive Schools Foundations

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. 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. Come as a team or with a partner. Participants are expected to attend all four days of the workshop.



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.

AA # 3866

The Foundations of Cognitive CoachingSM

Administrator's Academy credit from the Lake County Regional Office of Education is available on Day 4 of the Cognitive Coaching Foundations Seminar. Participants must attend the first four days of the series.

Thinking Collaborative: Cognitive CoachingSM Foundations (Days 1-8)

The mission of Cognitive CoachingSM 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 CoachingSM 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.

Learning Lab for Cognitive CoachingSM

These opportunities are for anyone who has ever attended* Cognitive CoachingSM 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 CoachingSM Foundations seminar.*

Calibrating Conversations Workshop

The Calibrating Conversation is a fourth map of Cognitive Coaching designed to support evaluators and coaches who strive to support self-directed learning in those they support. This map utilizes a rubric or other standards instrument to support teachers in self-assessing by using data and setting goals for continued growth. This one day training is designed for those wishing to refine their skills in coaching while integrating coaching into their feedback process.

**Participants must have completed the Cognitive CoachingSM eight-day seminar in order to attend.*

Thinking Collaborative: Presenting 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.

Thinking Collaborative: Presenting Skills Learning Lab

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

Student-Centered Coaching Sessions 1-6

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 participants should attend sessions 1 through 3 prior to registering for 4 through 6.*

Principal Coach Partnership in Student-Centered Coaching

Building on the Student-Centered Coaching work, coaches and principals are invited to this virtual session to define how the roles of principal and coach work together to support all educators and learn effective practices for collaboration and partnership within principal and coach meetings.



Student-Centered Coaching Moves in Action

This job-embedded, hands-on coaching session is an opportunity to ground a coaching team in authentic experiences that coaches are having and learn from them. This session is structured to include time in a classroom which offers coaches an opportunity to practice the Student-Centered Coaching moves such as collecting student evidence, engaging in co-planning practice, and reflection. This learning experience is most powerful when participants are open, risk-takers, and willing to share their practice and challenges with others.

**Participants must have attended Student-Centered Coaching sessions 1 through 3 prior in order to participate.*

Coaching Cohort Program

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 CoachingSM and Diane Sweeney's model of Student-Centered Coaching. 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.



Data-Driven Dialogue: Practical Strategies for Collaborative Inquiry Seminar

Based on the book, *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry*, this multi-day foundational seminar introduces a three-phase Collaborative Learning Cycle to guide productive collective inquiry. Participants investigate strategies and structures that reduce defensiveness and create shared responsibility for student learning. Participants will hone practical tools for discovering assumptions, promoting data-focused inquiry, and developing shared understandings of both problems and possible solutions. It is recommended that district teams attend this session together.

Explore the Book: Teachers as Facilitators

Participants in this professional development book exploration will preview/read and discuss: *It's Your Turn: Teachers as Facilitators, A Handbook* (Garmston & McKanders, 2022). Grounded in research and interviews with over 400 educators, the text addresses the unique challenges faced by teachers who facilitate meetings, being a colleague and periodically leading colleagues in meetings. Participants will explore and apply practical strategies and tools organized by the Five Mindsets described in the book.

Equity and Learning for All: Communication

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

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.

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.

Case Management of SLPs Early Childhood in Schools

This course is under review for ASHA approval: .2 or .25 ASHA CEUs (Introductory Level, Professional Area).

One role of speech-language pathologists in a school setting is case management. They are responsible for understanding the process and procedure to screen, evaluate, and qualify students for speech-language services. In addition, they are required to complete the legal documentation to reflect the outcomes. This training will provide participants with an overview of the key components of the process required to identify students for special education and create an individualized education plan.

Empowering Communication Through Partner Assisted Scanning

This course is in development and will be submitted for ASHA approval: .25 ASHA CEUs (Intermediate Level, Professional Area).

This course is designed to provide participants with a comprehensive understanding of partner assisted scanning as a communication strategy for students with complex communication support needs. Participants will explore the principles behind partner assisted scanning, the benefits of using this method, and the various ways it can be implemented in the classroom.

Throughout the course, participants will learn about the importance of providing alternative communication methods for students who have limited verbal abilities and may have complex bodies. They will also gain insights into the specific techniques and strategies involved in partner assisted scanning.

Additionally, the course will cover the role of Augmentative and Alternative Communication (AAC) devices in partner assisted scanning, as well as how to integrate technology to support students including how to write this communication access method into students' educational goals.

By the end of the course, participants will have the knowledge and skills to integrate communication into a supportive and inclusive learning environment that empowers students to communicate effectively through partner assisted scanning.



Enhancing LiterACY for Students with Complex Communication Needs

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.

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 them 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.

Strategies for Implementing Devices and Becoming Strong Communication Partners

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.

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 and creating effective communicators. 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.

Using Classroom Augmentative and Alternative Communication Across Environments Full 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.

Does your classroom have a variety of Augmentative and Alternative Communication (AAC) 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. We 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 throughout the day.



Equity and Learning for All: Instruction

Inclusive Practices Series

This training is available for customized delivery within districts and buildings.

TrueNorth Educational Cooperative 804 offers this professional learning program for general and special educators to collaboratively learn, reflect, and plan for building inclusive practices and culture in classrooms and buildings. In this program, participants will develop a strong foundation in philosophy, knowledge, and skills to support **all** learners in an inclusive general education environment.

This series was designed as a result of the collaboration with the Maryland Coalition of Inclusive Education (MCIE).

The program session topics include:

- Foundations of Inclusive Practices
- Roles, Responsibilities, & Collaborative Teaming
- Inclusive Instruction:
 - » SDI for Membership/Belonging & Participation
 - » UDL & SDI for Learning Grade-Level Aligned Curriculum
 - » Expectations/Triggers, Lagging Skills, & Challenging Behaviors in the Inclusive Classroom
- Joyful Learning
- Creating an Inclusive School Culture
- Inclusive Systems Change Process
- Natural Proportions Scheduling Process
- Person-Centered Planning: MAPs & Learner Planning

Foundations of Inclusive Practices

In this session, Carol Quirk, Director of Special Projects for the Maryland Coalition for Inclusive Education, presents the theoretical, legal, and research background for inclusive education.

- WHAT is inclusive education?
- WHY should we include ALL students?
- HOW do we include ALL students (schoolwide)?
- Making Change: Process, Q & A



Inclusive Instruction: SDI for Membership/Belonging & Participation

In this session, educators and administrators will learn:

- Strategies for assessing and facilitating membership and a sense of belonging for all learners
- Strategies for assessing and facilitating meaningful participation for all learners
- Resources to guide collaborative planning

Inclusive Instruction: UDL & SDI for Learning Grade-Level Aligned Curriculum

In this session, educators and administrators will learn:

- How student learning can align to grade level curriculum
- Strategies for planning and implementing universal design for learning
- Strategies for planning and implementing specially designed instruction for grade-level aligned curriculum
- Resources to guide related collaborative planning

Inclusive Instruction: Expectations/Triggers, Lagging Skills, & Challenging Behaviors in the Inclusive Classroom

In this session, educators and administrators will learn:

- Ways to analyze expectations/triggers and design proactive supports for students
- Strategies for assessing and supporting lagging skills and challenging behaviors in inclusive classrooms

Collaborative Teaching

Participants in this workshop will become familiar with the critical elements of an effective collaborative classroom team. This session is intended to prompt discussion and encourage teaching partners to talk and think about teaching beliefs, teaching roles, and collaborative behaviors. Participants will learn a variety of co-teaching structures (e.g., duet teaching, station teaching, parallel teaching) and explore ways educators can work together in shared classrooms. Additional topics include developing a shared vision, setting team goals, differentiating as a team, learning from your partner, and celebrating your successes.

Book Study: *Comprehensive Literacy For All* by David Koppenhaver and Karen A. Erickson

TrueNorth Coaches will facilitate learning about literacy instruction for learners with extensive support needs, including AAC users. The text outlines instructional strategies and routines to teach emergent and conventional literacy skills in a meaningful context. Participants will come together to engage in dialogue and collaboration with colleagues around application to instructional practice.

Joyful Learning: Using Active & Collaborative Structures in the Inclusive Classroom

Presented by: Paula Kluth

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.” In this interactive session, participants 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.

Navigating Literacy: Understanding the Science of Reading and Effective Practices

This professional learning is designed to provide educators with a solid understanding of the Science of Reading while spotlighting research-based interventions and practices aligned with this framework. Participants will explore the foundational principles of literacy development and engage in collaborative networking sessions to spotlight effective resources and interventions. Through collaborative discussions and peer learning, educators will strengthen their understanding of the Science of Reading and its application.

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 the course of three 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.

Literacy Collaborative Learning Community

Educators from across the region will come together to explore the application of the Science of Reading to their settings. Participants will engage in collaborative discussions, resource review, and sharing of best practices to enhance their understanding of the Science of Reading and its practical application.

English Learners within an MTSS Model

This learning opportunity will explore the learning needs of English Learners (EL) and the criteria for disability eligibility within the context of special education. Educators, administrators, and specialists will enhance their knowledge and gain tools to better understand, identify, and support EL students who may also require special education services.

Equity and Learning for All: System Level Approaches

AA # 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? Dr. Kurt A. Schneider will facilitate reflection on the history of American schooling for all learners. Research will be provided to analyze how to evolve our classrooms and communities to embrace all students and improve the outcomes for all learners.

**Administrator's Academy credit from the Lake County Regional Office of Education is available for this course.*

***TrueNorth is an approved provider of IDFP credits. This session may align with the cultural competency or ethics training requirement for your licensure. Please refer to the outcomes for documentation.*

AA # 4070

Inclusive School Leadership in Action

Elementary principals and assistant principals from across the region are invited to participate in five full days throughout the year. The purpose is to develop a cohort of learning specifically related to the skills and tools building leaders need in order to effectively lead inclusive schools. Principals will learn standards of practice, analyze equity data, conduct classroom observations, and create plans to raise achievement for all learners and close achievement gaps for diverse student groups. Nancy Caldwell, principal coaching consultant from the Madison Metropolitan School District, will co-teach this cohort with Dr. Kurt A. Schneider, Superintendent.

**While administrators are expected to attend all sessions, Administrator's Academy credit from the Lake County Regional Office of Education is available for Day 4.*

Inclusive Practices Series

TrueNorth Educational Cooperative 804 offers this professional learning program for general and special educators to collaboratively learn, reflect, and plan for building inclusive practices and culture in classrooms and buildings. In this program, participants will develop a strong foundation in philosophy, knowledge, and skills to support **all** learners in an inclusive general education environment.

This series was designed as a result of the collaboration with the Maryland Coalition of Inclusive Education (MCIE).

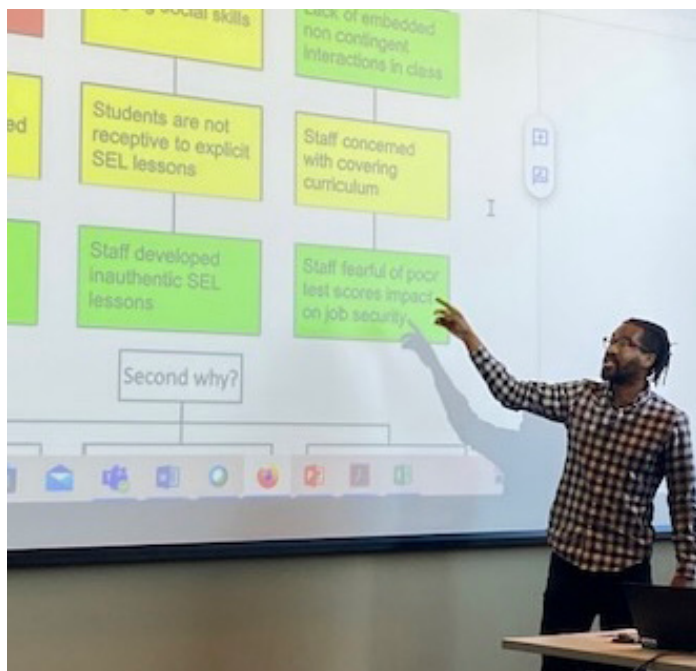
The program session topics include:

- Foundations of Inclusive Practices
- Roles, Responsibilities, & Collaborative Teaming
- Creating an Inclusive School Culture
- Inclusive Systems Change Process
- Natural Proportions Scheduling Process
- Person-Centered Planning: MAPs & Learner Planning

**For sessions targeting instructional practices and strategies, see also Equity and Learning for All: Instruction.*

Book Study: *The Way To Inclusion* by Julie Causton, Kate MacLeod, Kristie Pretti-Frontczak, Jenna Mancini Rufo, & Paul Gordon

TrueNorth Coaches will facilitate book study learning for school leaders working toward greater inclusivity for their students. Participants will come together to engage in dialogue and collaboration with colleagues around inclusive systems change and ways to apply the resources, tools, and action steps from the text.



Getting Past Stuck: Engaging in Racial Equity Improvement Work

Presented by: Dr. Decoteau J. Irby

Author and educator Dr. Decoteau J. Irby's introductory workshop will provide an overview into the dynamic process of working to achieve racial equity in schools. First, a one-hour keynote introduces the resources that are essential to achieving school-based racial equity. The introduction draws insights from his book "Stuck Improving: Racial Equity and School Leadership," which offers an in-depth accounting of school-improvement practices and inquiry-based leadership strategies that create the conditions for educators to deliver Black and Brown school-aged students affirming school experiences and improved learning outcomes. Following a one-hour presentation, participants will apply the content in an interactive process of thinking about their own school's capacity for racial equity improvement. Specifically, participants will take a deeper dive into the racial equity resources Dr. Irby identified in his research and examine what educators and community members must do to cultivate and leverage these resources for the purposes of improvement.

During the afternoon, participants will explore concepts from the book *Stuck Improving* by Dr. Irby to identify and learn to cultivate the organizational resources that are essential for racial equity school improvement. These resources include:

- Black and Brown People's Influential Presence
- Curated White Racial Discomfort
- Courageously Confrontational School Culture
- Collective Awareness of Racial Emotions and Beliefs and
- Race-Conscious Inquiry Cycles (Leadership)

***TrueNorth is an approved provider of IDFPR credits. This session may align with the cultural competency or ethics training requirement for your licensure. Please refer to the outcomes for documentation.*

Cultivating and Leveraging Racial Resources for Improvement

Presented by: Dr. Decoteau J. Irby

This session will describe the policies and practices that are essential for advancing racial equity school improvement. Through taking a deeper dive into select organizational racial resources (covered in the previous session), participants will learn the practices required to move their school community along.

Process of Cultivating Racial Resources in Educational Settings (3-day series)

Presented by: Dr. Decoteau J. Irby

This three-day series will guide participants through race-conscious inquiry cycles to advance racial equity school improvement. Specifically, participants will collaborate to develop and implement policies and practices that cultivate and strengthen the following racial equity resources: Black and Brown People's Influential Presence and Courageously Confrontational School Culture.

Each session will build on content from previous sessions. The first half of each session will be focused on critical reflection and learning. The second half of each section will focus on planning for strategy implementation. Participants will be expected to engage in active learning activities between each section, gather and analyze data to understand if racial equity progress and breakthroughs are happening; and share what they learn to advance the learning of their colleagues.

Getting Past Stuck: A “Deep Dive”

Presented by: Dr. Decoteau J. Irby

Each Getting Past Stuck Deep Dive workshop offers hands-on experiential learning opportunities for educators and leaders who want to strengthen and grow their racial equity leadership practices. In the sessions, participants will work in teams with their own school, district, or organization to advance their learning. To gain the most from the sessions, participants should bring real world and timely dilemmas, data, etc. to each session. Each session offers standalone content; however, we recommend previous engagement in the Stuck Improving workshops.

Deep Dive: Data Collection and Use for Racial Equity Learning

In this workshop, participants learn how to engage a wide range of school, district, and organizational stakeholders in racial equity-focused data collection, analysis, and interpretation processes. The workshop teaches participatory research and evaluation methods to inexperienced, novice, and seasoned stakeholders that emphasize collaboration. Specifically participants will learn to establish routines that foster deep collaborative learning, ask strong analysis questions, organize and manipulate data to explore their questions.

Deep Dive: Dealing with Resistance to Racial Equity Improvement

In this workshop, participants learn about the forms of resistance that usually emerge in the course of racial equity improvement efforts and how to manage the human side of racial equity change. Participants explore and discuss stories of conflict and resistance from the book “Stuck Improving” before turning to their own school, district, or organization as a text for study and investigation. At the end of the workshop, participants will understand how to overcome resistance to racial equity improvement at the interpersonal, team, and organizational levels.

Deep Dive: Evaluating and Reporting Racial Equity Improvement

In this workshop, participants learn what data to gather to understand if racial equity progress is happening in their schools. They identify indicators and routines for monitoring and sharing (emphasis on data visualization and reporting) the progress of their racial equity improvement efforts. The goal is to help participants determine if racial equity progress and breakthroughs are happening and if so to what extent. Throughout, participants will:

- Identify conventional, experiential, organizational, and conceptual racial equity improvement indicators
- Understand leading and lagging indicators (and theories of change)
- Develop narrative change strategies for sharing what they learn to advance the learning of their colleagues.



Legal Issues and IEP Training

AA # 3938

Boot Camp for LEA Representatives: Legal Requirements and Effective Techniques for Special Education and General Education Administrators**

This presentation offers vital information for special education and general education administrators who serve in the role of “LEA Representative” at domain, eligibility, and IEP meetings, including:

- The role and qualifications of who may serve as the LEA representative at such meetings;
- Key legal requirements for such meetings; and
- Effective techniques for preparing for, overseeing, and ensuring follow-up and implementation after such meetings are conducted.

The presentation will benefit special education and general education administrators who serve as or

oversee other school personnel who serve as LEA representatives, particularly those who are new to this role. Administrator Academy credit (6 hours) or CPDUs (4) is available for participants.

**Administrator’s Academy credit from the Lake County Regional Office of Education is available for this course.*

IEP Boot Camp Workshop

This one-day session offers an in-depth review of the key requirements for writing legally-compliant eligibility and IEP documents and related notice and consent forms. This will be an interactive session where participants will have an opportunity to participate in an analysis of IEP goals and an “IEP autopsy” for a real-world application of the information presented.

Nonviolent Crisis Intervention

Nonviolent Crisis Intervention: 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 SecuritySM 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.*

Nonviolent Crisis Intervention: Initial and Refresher

Through participation in the CPI Nonviolent Crisis Intervention trainings, 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.

**These trainings fulfill a portion of the 8-hour state-mandated requirement for all educators regarding adults supervising a student in isolated time out, time out or physical restraint.*

Paraprofessional Learning Series

These trainings are available for customized delivery within districts and buildings. Honoring change as an ongoing process, this is a flexible series of recommended professional learning sessions for paraprofessionals (i.e., teaching assistants, classroom 1:1, teaching associates and others as licensed according to ISBE).

Foundational Skills for Supporting Equity and Access to All students

Participants may include paraprofessionals new to the role and/or new to the district.

- Relationship Building
- Foundations of Special Education
- Behavior Support
- Instructional Support
- Collaboration & Communication

Continued Learning for Supporting Equity and Access to All Students

It is recommended that participants have engaged in the Foundational learning series prior to engaging in these continued learning topics. However, all topics allow for differentiation of experience levels.

- Disabilities Awareness
- Unique Learning Profiles
- Frameworks for Unpacking Behavior
- Membership, Participation, Learning (Aligned to the learning provided in the Elevating Disability Equity Learning Series)
- Introduction to Social Emotional Learning (Aligned to the learning provided by the SEL Series)
- Book study to be selected based on district goals

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
- Illinois ABLE Accounts
- Inclusion, What Every Parent Should Know with Paula Kluth
- Raising Kids who Include, The Nora Project
- Understanding Executive Functioning: Parent Strategies for Success, Claire Kelley, TrueNorth Instructional Coach
- Oak Wealth Family Planning Series



Professional Learning Communities & Networks

Assistive Technology Professionals: Professional Learning Community

A Professional Learning Community for school-based assistive technology (AT) professionals, dedicated to facilitating equitable access to leading-edge assistive technology support for all students through thought partners, collaborative discussions, and problem-solving opportunities.

Early Childhood Professional Learning Community

TrueNorth Early Childhood staff will facilitate monthly meetings which will provide opportunities for collaboration, problem solving, reflection and planning. Possible areas of focus include: assessment, UDL, student engagement, instructional planning, and social emotional learning. Outcomes include:

- a. increased student outcomes through reflection and planning around best practices in early childhood; and
- b. increased educator self-efficacy through access to an innovative, collaborative, and structured community of learning.

The material is geared toward staff (teachers, speech therapists, psychologists) working in early childhood classrooms.

Speech and Language/AAC Support Professionals Professional Learning Community

A Professional Learning Community for school-based speech-language pathologists, dedicated to facilitating equitable and integrated communication and language support for all students through thought partners, collaborative discussions, and problem-solving opportunities.

Speech & Language Pathologist Job Alike Network

TrueNorth member district SLPs meet and share skills and knowledge in order to further their practice and maximize student outcomes. Participants have the option of providing input on topics that will be discussed.

Teacher Professional Learning Community

The Teacher Professional Learning Community (PLC) will have a focus area for each meeting, including the Standards of Practice, IEP Goal Writing, the Essential Skills Curricula, and behavior supports. Teachers will have the opportunity to apply the content to their classroom work through collaboration, sharing student data, problem solving, and reflecting on their classroom practices. This PLC is geared to teachers working with students with complex support needs.

Physical Therapy Professional Learning Community

A Professional Learning Community (PLC) for school-based physical therapists dedicated to facilitating participation and inclusion of students with physical impairments. Participants will identify focus areas relevant to their practice at the beginning of the year. Monthly meetings will explore available strategies, resources, tools, current research and legal considerations; foster thought partnerships; and facilitate collaborative discussions and problem-solving opportunities. This PLC aims to create a collaborative culture in which PTs can work together to improve student outcomes.

Positive Behavior Support for MTSS

Behavior Intervention Series

This training provides participants with a systematic approach to understanding behavior and exploring classroom-based interventions for students exhibiting mild to moderate misbehaviors. Presenters will introduce selected Tier 1 interventions and resources for supporting student behavior. Numerous examples and modeling of critical skills and interventions will be shared.

During this multi-session learning series, participants will have opportunities to collaborate with each other in order to practice skills. In addition, time will be given for each participant to reflect and plan for implementation of the interventions within their own settings.

CHAMPS: A Proactive and Positive Approach to Classroom Management

Presented by: Jeremy Resnick, Safe and Civil Schools

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. CHAMPS is a framework developed by Safe and Civil Schools that offers a comprehensive classroom management plan including proactive, positive, and instructional strategies to address student behavior. Within this training, participants will have opportunities to reflect on current practices, develop or refine STOIC strategies for their setting, and collaborate with other participants. In addition, sessions include group discussion, videos, and work time to meet the learning objectives.

De-escalation: Identifying Emotional Escalation and Effective Strategies

This course will discuss the different stages of emotional escalation of students, and ways to identify each stage, as well as de-escalation strategies for various stages of emotional escalation. This training will focus on prevention while providing participants with techniques to help diffuse student crises. The impact that staff responses can have on student behavior, and in the moment strategies, will also be discussed.

Foundations: A Proactive & Positive Behavior Support System Cohort

Presented by: Jeremy Resnick, Safe and Civil Schools

Foundations is a multi-year professional learning program presented by a Safe and Civil Schools trainer in partnership with TrueNorth. Foundations provides evidence-based procedures for reducing misbehavior, increasing motivation, and improving levels of student responsibility.

Building leadership teams that include an administrator, general education representation and other stakeholders will attend the Foundations sessions together. Within these sessions and their regularly scheduled team meetings, teams will engage in data-based decision making and continuous improvement processes in order to embed these changes into their school climate and culture. Participants must commit to consistent attendance and sharing feedback and data regarding the impact of the program.

Social Emotional Learning

The TrueNorth SEL Coaches have been working alongside a dedicated CASEL coach for the past several years, building their expertise in leveraging CASEL's framework, tools, and resources, to support TrueNorth partners in building systemic social and emotional learning. The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been a leader of the SEL movement since first introducing the term more than two decades ago and works to make evidence-based SEL an integral part of education.



Foundations in SEL

Foundations in Social and Emotional Learning (SEL) is an introductory session designed to provide educators with a solid understanding of the core principles and practices of SEL. Participants will explore the fundamental concepts of SEL and its significance in promoting students' social, emotional, and academic development.

Participant outcomes include:

- Understanding the CASEL Competencies
- Developing an SEL vision for their setting
- Exploring the 10 Indicators of Systemic Implementation
- Identifying the current reality of SEL in their setting
- Creating SMARTIE goals and develop an action plan

Integration of SEL into the Classroom

This session equips educators with strategies to integrate Social and Emotional Learning (SEL) into their teaching. Participants explore classroom structures, alignment of standards, and identify instructional strategies that foster self-awareness, social skills, and responsible decision-making. Through activities and discussions, participants develop practical skills for creating supportive classroom environments that enhance students' social emotional growth. Session outcomes include:

- Create classroom structures that foster belonging and emotional safety
- Examine alignment of academic and SEL standards
- Identify instructional strategies to support SEL and academic skill development

Integration of SEL into Academics

It is recommended that participants have attended Integration of SEL into the Classroom as a prerequisite.

This session is designed for educators seeking to seamlessly incorporate Social and Emotional Learning (SEL) principles into their academic instruction. Participants will explore strategies for infusing SEL competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making into various academic subjects. Throughout the session, participants will explore practical approaches for embedding SEL into lesson planning and delivery. Session outcomes include:

- Explore strategies for embedding SEL into core instruction
- Create a lesson integrating SEL into academics

Examining Support Interventions through an SEL Lens

This session offers educators insights into incorporating Social and Emotional Learning (SEL) principles into their support interventions. Participants will collaborate with other district leaders to explore how SEL aligns with MTSS and PBIS and refine current practices such as classroom management and structures. Session objectives include:

- Understanding alignment of MTSS, PBIS and SEL
- Collaborating with other district leaders to build and refine current practices

RULER Approach Collaboration Group

School districts utilizing the RULER Social Emotional Learning Approach (created by Marc Brackett and the Yale Center for Emotional Intelligence) or those interested in learning more will have the opportunity to connect with other school districts in the North Shore area that are also implementing the approach. Through dialogue and collaboration, participants will discover next steps in their process of RULER implementation. Session outcomes include:

- 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 have experienced trauma. Within this training, participants will:

- Explore and strengthen understanding of trauma
- Connect SEL skills to trauma informed practices
- Apply trauma informed practices to support all students

**This training fulfills a portion of the 8-hour state-mandated requirement for all educators regarding adults supervising a student in isolated time out, time out or physical restraint.*

SEL Learners & Leaders Series

This training is available for customized delivery within districts and buildings.

Honoring systemic change as an ongoing, iterative process, this is a multi-year program. 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, and
2. enhance the social emotional skills in themselves, within their professional learning communities and in students.

Summer Tech-Palooza

The TrueNorth technology summer series offers participants an opportunity to explore a variety of tools and resources for instruction. Participants of all levels will walk away with a new tip or trick after attending these sessions.

Session topics vary from summer to summer, including sessions on:

- Dipping your Toe into AI
- Boardmaker 101
- Boardmaker 102
- Canva 101
- Canva 102
- Google Basics
- Google Tips & Tricks
- LucidSpark





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 (NSSSED).

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



During the 2023-24 school year, TrueNorth supported **18 member districts**, **57 non-member districts**, and **over 2,000 students**.

270

Students enrolled in TrueNorth Programs

377

Students accessing Vocational and Supported Learning Environment Services

1,324

Students supported in both member and non-member district buildings

1,137

Students with IEPs

105

Students supported through blocked full-time employee purchased

72

Evaluations

10

Community Peers

Contact Us



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Locations

North Shore Academy and Arbor Academy

754 Red Oak Lane
Highland Park, IL 60035
(847) 831-0603

District Services Center

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

North Shore Academy Elementary at the Rubloff Building

776 Red Oak Lane
Highland Park, IL 60035
(847) 291-7905



TrueNorth Educational Cooperative 804



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Become a TrueNorth Vocational Partner

The Vocational Services Team, in partnership with local community businesses, strives to provide real-life work experiences and related training that facilitates a student's transition to employment or volunteer experiences. We provide opportunities for students from Junior High through Transition age to engage in career exploration, counseling, shadowing, interning, paid employment and more.



Learn more:

truenorth804.org/vocational

Katie Trier, Vocational Learning Coordinator

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(847) 831 5100 x4322



Every Learner,
Every Day

truenorth804.org