

River Forest Public Schools

SPECIAL EDUCATION DEPARTMENT OVERVIEW

July 15, 2019

“ To inspire a love of learning and ensure educational excellence for every child ”



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SPECIALIZED STUDENT SERVICES INCLUDES:

- Special Education Services (Including Inclusion Preschool - RFCC and Therapeutic Day Students)
- Section 504 Services
- MtSS – Multi Tiered Systems of Support
- Private and Parochial Support Services (Service Plans)
- Nurses/Health Services

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SPECIALIZED STUDENT SERVICES FOCUS

River Forest District 90 is committed to providing a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. Accountability, quality instruction, and high expectations are the keys of assurance to proclaim the successful implementation of this commitment.

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SPECIAL EDUCATION DEPARTMENT

Current Enrollment*

- IEP's - 160
- 504 Plans – 89
- Individual Service Plans – 91

*Approximate – June 2019

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MAJOR ACTIVITIES 2018-19

- Special Education Department - Professional development with legal updates and IEP development
- Classroom observations (general, special education and private placement schools)
- Meetings with various stakeholders to identify areas of strength and opportunities for growth
- Data review to identify needs (IEP's, Assessments, Progress Reports)
- Easter Seals program review of Instructional "Skills" program
- Middle School – introduction to trauma informed practices
- Middle School – AMITA training for social workers for school based supports in the area of anxiety and school refusal

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NOTABLE ACCOMPLISHMENTS

- Compared to similar districts, D90 students with IEP's spend more time in the general education classroom accessing the grade level curriculum (ISBE report card)
- District 90 has met all compliance indicators per Illinois State Board of Education (including disproportionate representation of racial and ethnic groups in special education and related services)

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AREAS FOR GROWTH

- District - strengthen inclusive practices across all settings
- Middle School - restructure case management and teaching assignment for middle school special education teachers (content area focus)
- Middle School - Implement a consistent continuum of services available at each grade level
- Revise Inclusion Preschool application process for equity & access
- Monitoring/review of students in therapeutic day schools
- Professional development plan to address identified needs (see next slide)

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PROFESSIONAL DEVELOPMENT PRIORITIES

Curriculum and Instruction

- Improving inclusive practices (District-wide)
- Co-teaching training and ongoing coaching (Middle School)
- Reading, writing and math curriculum/resources
(Wilson Reading – research based multidisciplinary reading program)
- Easter Seals year-long consultation for Skills program
- Teaching assistant professional development

Compliance/Operations

- IEP Development (goal writing, progress monitoring)
- Functional Behavior Assessments/Behavior Plans

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PRIORITIES CONTINUED...

MtSS – MULTI TIERED SYSTEMS OF SUPPORT

- Review current practices for efficiency (data collection and analysis, individual problem solving, fidelity of implementation of intervention, progress monitoring)
- Assess general education Reading, Math and social/emotional interventions at Tier 1 and Tier 2

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POSITIVE POTENTIAL OUTCOMES

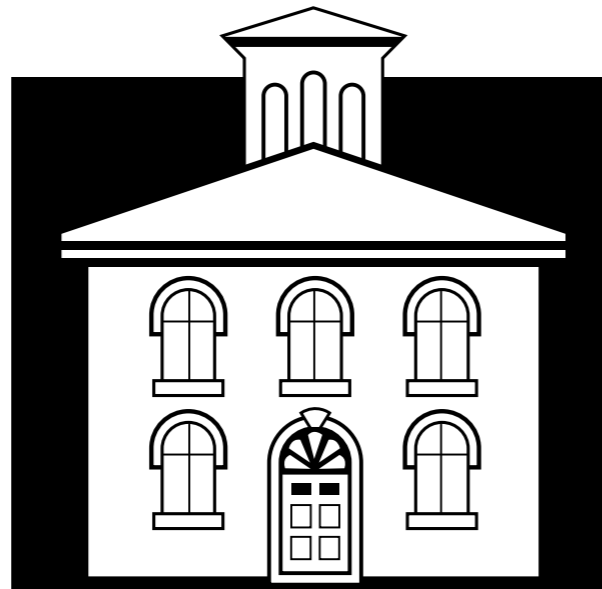
- Research-based instructional practices for all students
- Equity and access to general education curriculum or appropriate alternate curriculum (least restrictive environment)
- Current staff will be able to provide services/supports that are currently being outsourced
- More students remaining in their home school/community

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Questions?



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