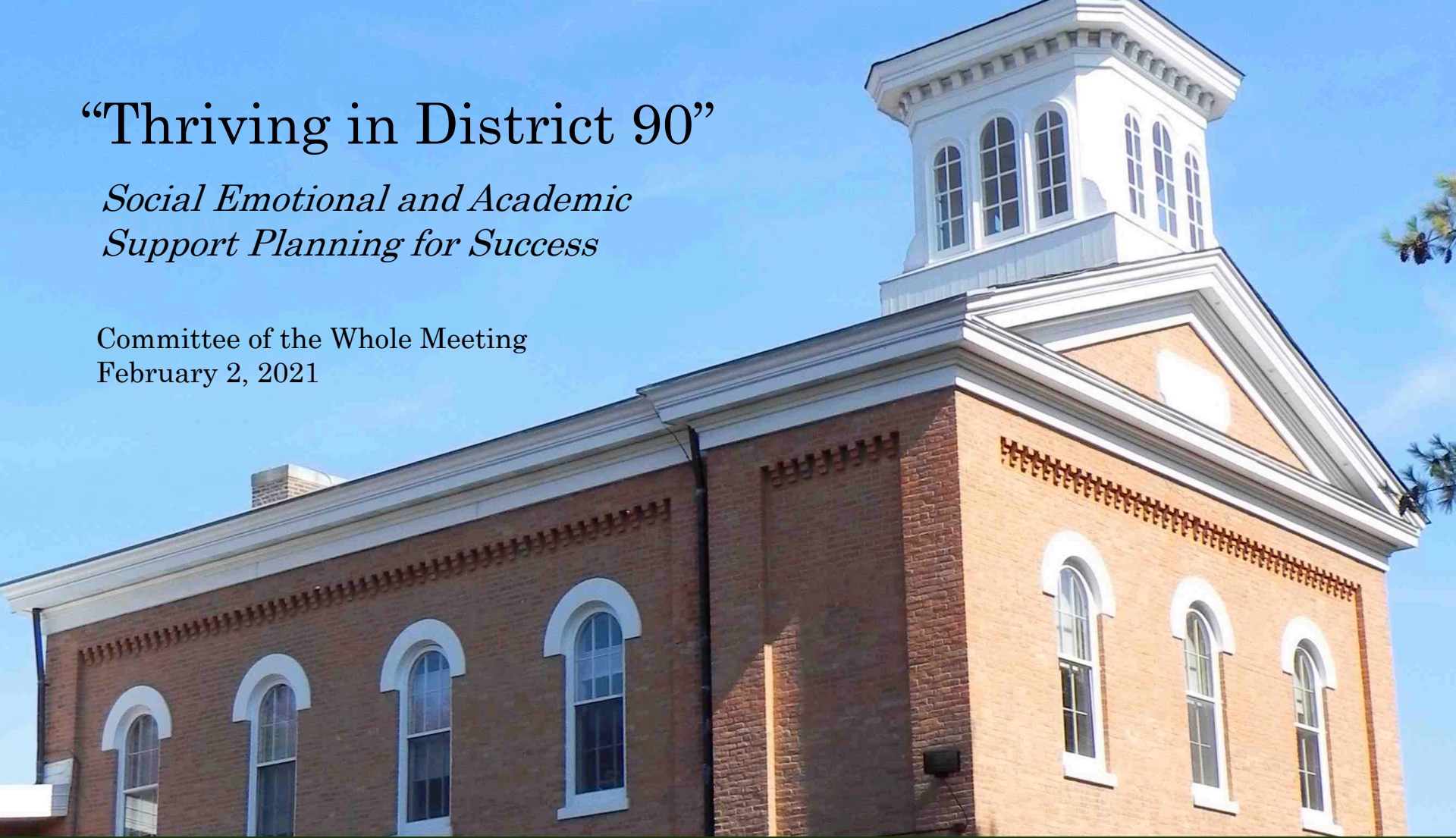


“Thriving in District 90”

*Social Emotional and Academic
Support Planning for Success*

Committee of the Whole Meeting
February 2, 2021



Administration Building
7776 Lake Street
River Forest, Illinois 60305



River Forest
Public Schools

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“Thriving in District 90”

Rationale: Ensure that all students, staff, and families across the District 90 school community receive the supports and resources that are necessary to ensure that they thrive this spring and in the coming year

KEY ELEMENTS:

Social Emotional Structures/Supports

- Foundational to student academic success
- Foundational to mental and physical wellness
- Needs will vary across stakeholder groups
- Needs will vary across individuals
- Established D90 social emotional structures supports are strong, but scope of trauma has been significant
- Plans must reflect authentic feedback/voice of students, staff, families and community

Key Leadership: Social Emotional Advisory Panel (SEAP), Social Work Team, Admin. Team

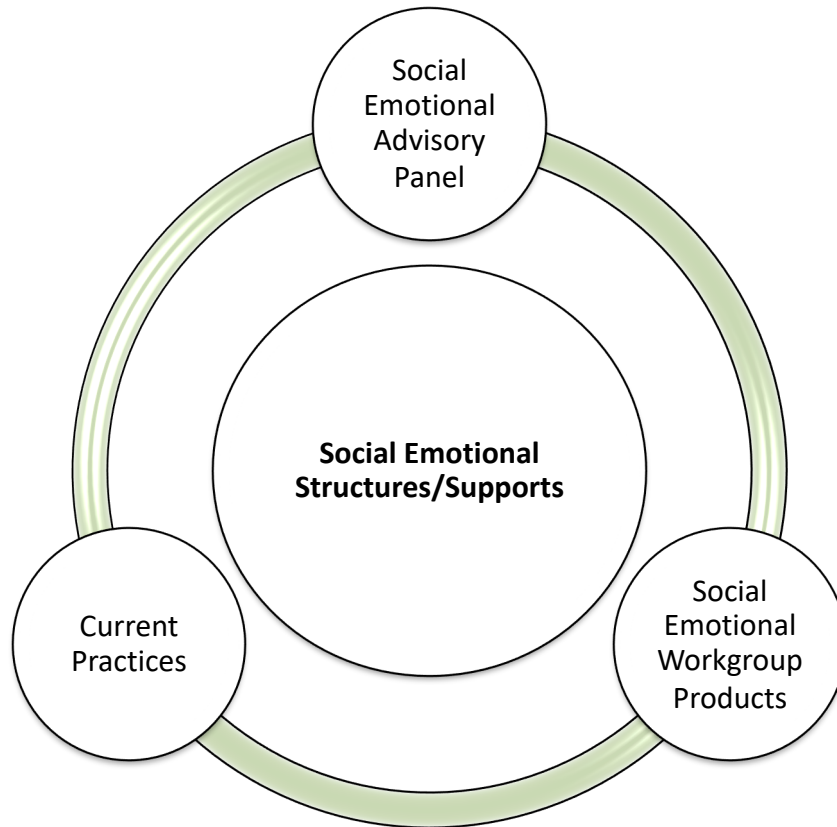
Academic Structures/Supports

- Must evaluate students' current academic state through use of valid and reliable assessment
- Leverage established MTSS structures to provide tiered interventions
- Intervention programming must be tailored to reflect individual gaps, group gaps, unique needs
- Academic interventions must provide varied pathways for students to access support
- Students requiring enrichment programming must be similarly accommodated

Key Leadership: Superintendent's Leadership Council, Grade Level/Dept. Teams, Admin.



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SOCIAL EMOTIONAL STRUCTURES / SUPPORTS

- Approach must be integrated and complementary
- Assumes shared ownership and responsibility
- Necessitates voice of impacted stakeholders to ensure aligned supports and needs

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SOCIAL EMOTIONAL STRUCTURES / SUPPORTS

Social Emotional Advisory Panel

- Will be comprised of diverse school community stakeholders
- Will identify key “Focus Areas”
- Will prioritize “Identified Needs”
- Will develop position statements and overarching recommendations

Social Emotional Workgroup

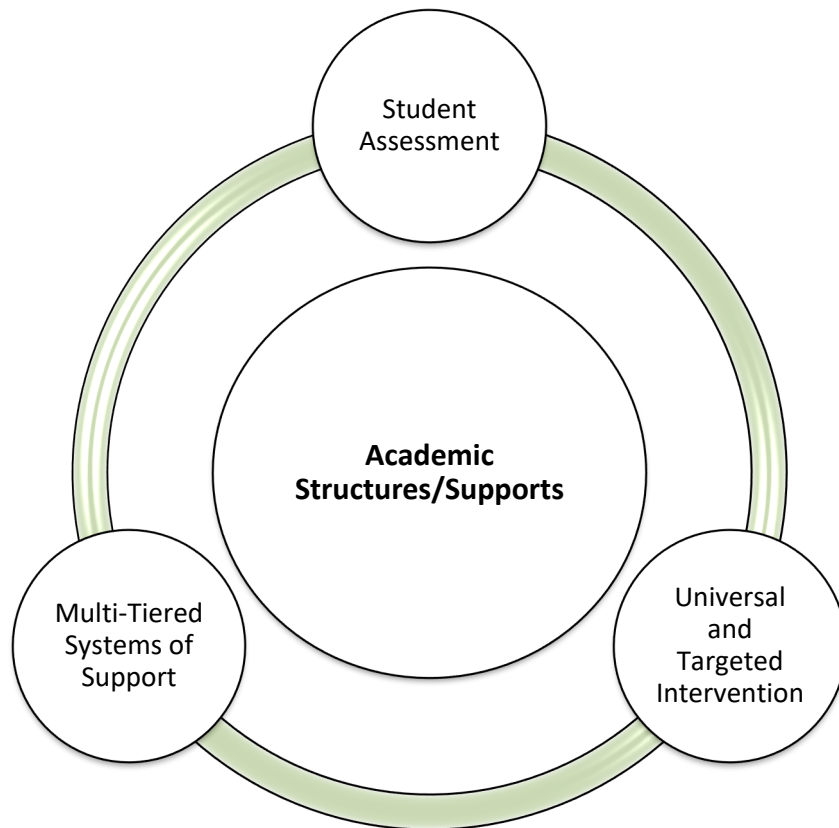
- Internal D90 composition (Social workers, faculty, administrators)
- Identified urgent issues last summer (2020)
- Has been implementing key supports throughout the current year

Current Practices

- Established programming (ex. Second Step, RMS Advisory, individual/small group supports)
- External community partnerships
- D90 related entities (ex. IAB, Equity Committee, PTO’s)



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ACADEMIC STRUCTURES / SUPPORTS

- Valid and reliable assessment data is foundational
- MTSS structures allow for tiered approach
- Interventions (and enrichment, if needed) are tailored to circumstances

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ACADEMIC STRUCTURES / SUPPORTS

Student Assessment

- Assists in identifying individual learning gaps
- Provides information about class and learning cohort needs
- Facilitates grade level and department curriculum modifications

Multi-Tiered Systems of Support (MTSS)

- Provides a structure for delivery of interventions or remediation
- Ensures that all students receive a systematic review of performance
- Allows for student variability in extent and level of service

Universal / Targeted Intervention

- Universal interventions apply to all students in cohort (ex. curriculum adjustments)
- Targeted interventions can be delivered through small group or individual supports



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NEXT STEPS: SUPPORTS AND INTERVENTIONS

Development of Social Emotional Advisory Panel (SEAP)

- Process planning and formation of Panel - February
- Feedback surveys: students, staff, families – February-early March
- SEAP convening – March
- SEAP recommendations – April 6 COW Meeting (tentative)
- Planning for development/implementation of recommendations begins in April

Student Academic Support Planning

- Planning already underway for summer programming options
- Student assessments administered – February-April
- Key entities (SLC, Admin. Team) oversee curriculum modification work, conducted by grade level and department teams – Spring/Summer
- Preparation for delivery of fall intervention programming - Summer



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NEXT STEPS: IN-PERSON LEARNING

Review/Adjustment of Middle School Blended Learning Schedule

- Objective: Increase the amount of in-person instructional time available to blended students at RMS in the safest manner possible
- Investigation of options currently underway; more information will be provided at February Board of Education Meeting (February 16)
- Implementation goal- March 1

Review/Adjustment of Length of Instructional Day (All Schools)

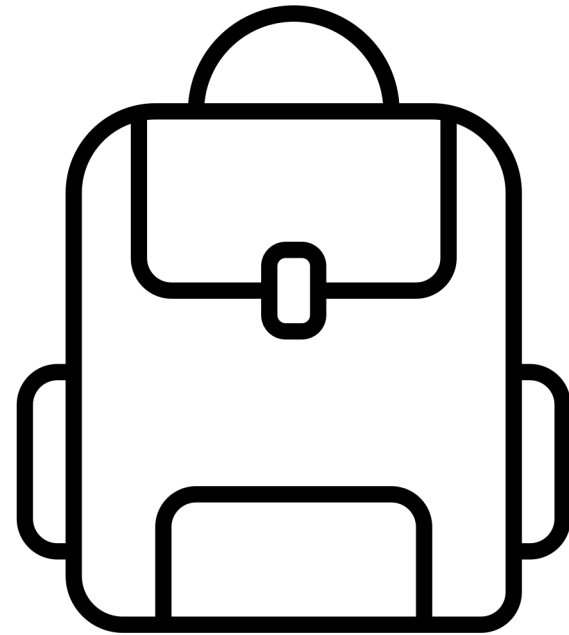
- Objective: Increase the length of the in-person instructional day at all schools in the safest manner possible
- Alternate instructional schedule options will be investigated in partnership with key stakeholders/groups during month of February; planning process for implementation anticipated in March
- Implementation goal - Upon return from Spring Break (March 29-April 2)



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Thank You!

Questions?



“ Inspire,
Empower,
Achieve ”



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