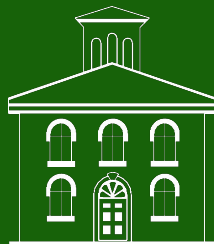


Easter Seals Partnership Update

January 18, 2022



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River Forest
Public Schools

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Easter Seals Partnership Update

1. Overview of initial District 90 Easter Seals Program Review
2. Current Partnership with Easter Seals
3. Strengths and Progress
4. Areas of Continued Focus



“

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Comprehensive Program Review (Spring 2019)

Quality Program Domains

- Learning Environment
 - Safety
 - Organization
 - Materials
 - Classroom Set-Up
- Structure/Schedules
 - Visual Schedules
 - Visual Supports
 - Transitions
- Learning Climate
 - Staff-Student Interactions
 - Staff Behaviors
 - Promoting Diversity/School Climate
- Assessment/Individualized Education Program
 - Assessing Student Progress
 - Assessment Process
 - IEP Goals
 - Transition Planning
- Curriculum and Instruction
 - Classroom Instruction
- Teaming
 - Team Training
 - Team Membership
 - Team Meetings
 - Implementation/Decision-Making
- Communication Supports
 - Planning for Communication Opportunities
 - Communication Rich Environment
 - Individualized Communication Instruction
 - Responsiveness to Student Communication
 - Communication Systems and Supports
- Staff/Peer Relations
 - Arranging Social Opportunities
 - Teaching and Modeling Social Skills
 - Personal Hygiene and Relationships (MS/HS)
 - Social Skills Instruction
 - Peer Social Networks
- Behavior
 - Proactive Strategies
 - Behavioral Assessment
 - Behavior Management
 - Data Collection
- Family Involvement
 - Teaming
 - Family Communication
 - Parent Teacher Meetings

Relative areas of strength for the elementary school program included: Teaming, Family Involvement, and Positive Learning Climate.

Relative areas of need for the elementary school program were: Assessment/IEP, Communication Supports, and Personal Independence.

Relative areas of strength for the middle school program included: Positive Learning Climate and Teaming. Relative areas of need for the middle school program include: Communication Supports, Curriculum and Instruction, and Functional Behavior.

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Current Easter Seals Partnership

SERVICES PROVIDED

2018-2019

COMPREHENSIVE PROGRAM
REVIEW

2019-2020

CLASSROOM SET-UPS (2)
TWICE MONTHLY COACHING
STAFF TRAINING

2020-2021

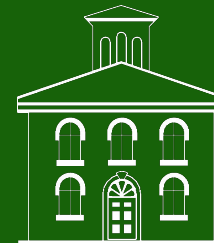
CLASSROOM SET-UPS (3)
TWICE MONTHLY COACHING
STAFF TRAINING

2021-2022 **ongoing*

TWICE MONTHLY COACHING

- Our Easter Seals coach visits each classroom monthly
- The coaching sessions include observations, modeling strategies with students, and dedicated collaboration time with the teachers, paraprofessionals and related service providers
- Following each coaching visit the coach provides teachers with a summary of the visit and resources

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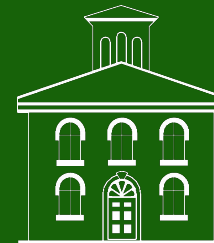


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Overview of Strengths and Progress

- All students have individual schedules appropriate to their development
- Students have access to communication supports across environments
- Learning environments are visually and physically set-up to promote independence
- Meaningful visual supports are embedded throughout learning environments
- Increased collaboration across schools, related service providers, and general education staff
- Students are involved in extracurricular activities with typically developing/same aged peers
- All students have designated independent work areas, systems, and work appropriate to their development
- Increased community integration
- Increased data collection

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Areas of Continued Focus

- Problem solving student-specific challenges as needs arise
- Planning for differentiation across contexts
- Teaching and reinforcing positive replacement behaviors

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Additional Supports

- All aides receiving Professional Development focused on supporting student behavior and building independence in partnership with West 40
- Student specific PD and consultation has been provided
- All District 90 teaching staff will receive “What is Inclusive Education, Why's, Models and Positive Student Supports” Professional Development in February

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Questions?



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