

Hillsboro School District Student Services: *Meeting Student Needs*

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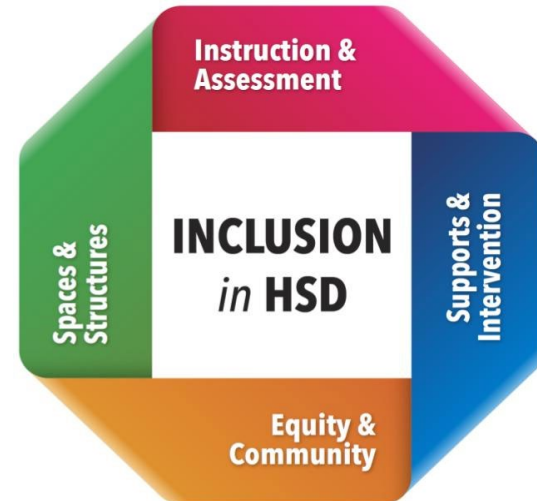
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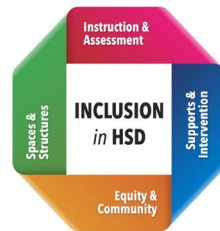
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Parent Partnership Presentation, September 2023





HSD Student Services Mission and Vision

Vision: *Know, Value and Empower all students to achieve their dreams*

Mission: *HSD staff engages and challenges all learners to ensure academic excellence through learning opportunities that are accessible, inclusive and personally meaningful.*



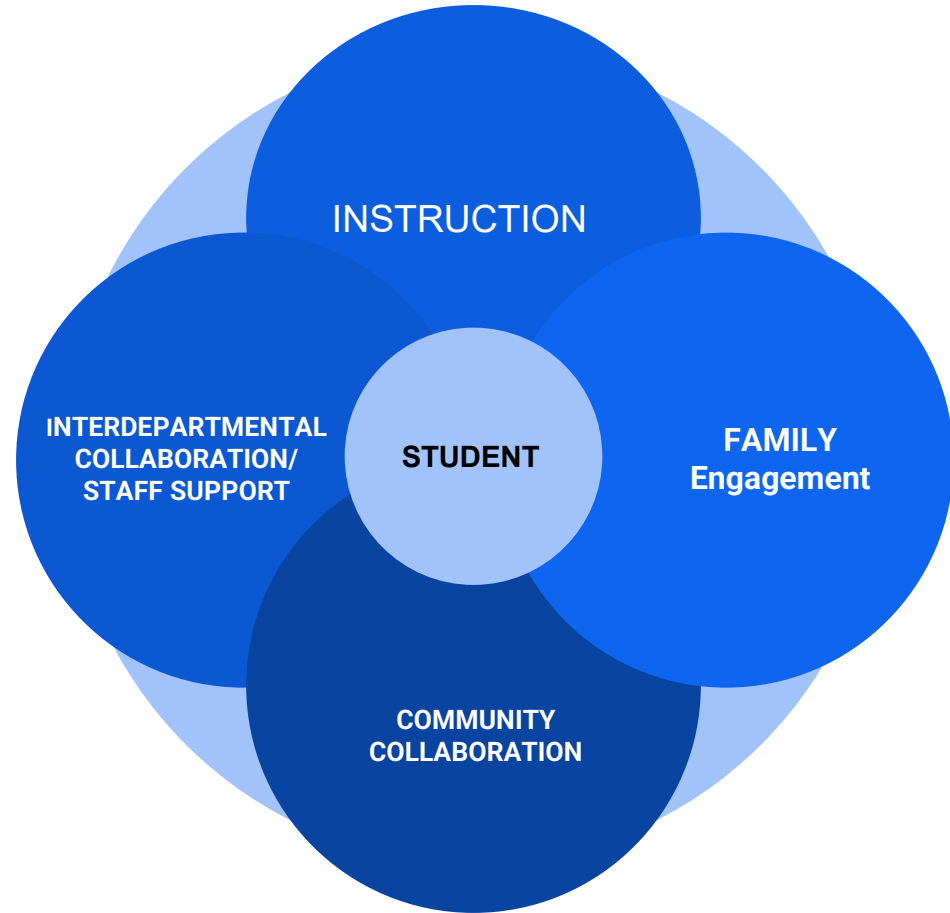
Student Services Continuous Improvement Plan 2023-24

<u>Inclusive Practices</u> <i>Neighborhood School Plan Implementation and Support</i>	<u>Professional Development</u>	<u>Family Engagement</u>
<p><i>Student Services will support schools and students to implement inclusive practices in the areas of Equity and Community, Instruction and Assessment, Supports and Interventions, and Spaces and Structures.</i></p>	<p><i>HSD staff have a common understanding of inclusive practices and collaborative teaching practices. Staff will receive ongoing quality, collaborative professional development. HSD staff have a solid understanding of instructional practices, paperwork and processes needed to comply with state and federal laws</i></p>	<p><i>HSD staff have a solid understanding of instructional practices, paperwork and processes needed to comply with state and federal laws, and Oregon Administrative Rules</i></p>
<p>Goal #1: Given a rubric and a sample of IEPs, Student Services staff will document and monitor how a student IEP reflects and supports the student's dreams.</p> <p>Goal #2: Students will be supported in their neighborhood schools to the maximum extent possible.</p> <p>Goal #3: Services for students experiencing disability will be integrated throughout the PK-21 school experience while at HSD.</p>	<p>Goal #1: Professional Development opportunities will be provided for staff in the area of core instruction, Basic SPED processes and procedures, Abbreviated day (SM 819) procedures and a medicaid pilot for case managers.</p> <p>Goal #2: Student Services school psychologists, nurses and support specialists will attend and co create professional development in collaboration with the Office for School Performance staff.</p>	<p>Goal #1: Student Services staff will identify three priority areas for family engagement, determined by family feedback collected using multiple outreach modalities.</p> <p>Goal #2: Student Services will track the legal cases and the current family concerns to ascertain baseline data that will be one factor in determining the quarterly professional development for case managers.</p> <p>Goal #3: HSD will put on a fall resource fair to share community resources with families</p>

Mission - HSD staff engages and challenges all learners to ensure academic excellence through learning opportunities that are accessible, inclusive and personally meaningful.

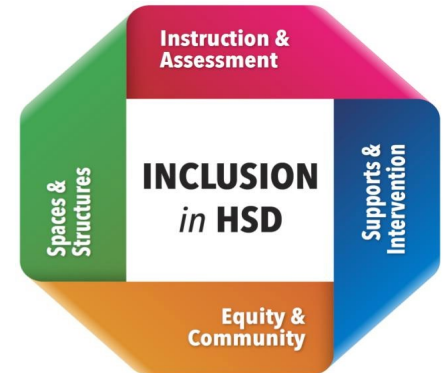
Vision - Know, Value and Empower Every Student to Achieve their Dreams

Supports for Students Experiencing Disability



What is the Student Services Department?

- Student Services includes Nursing, Occupational Therapy, Physical Therapy, Psychology, Assistive Technology, Augmentative Communication, Support Specialists/Autism Consultants, and Support Staff.
- Each student in special education has a Case Manager at the school.
- Each school is supported as needed by a Support Specialist/Autism Consultant and a Student Services Administrator
- Clinical level Psychology support
- Collaboration with General Education staff



INCLUSION BLUEPRINT

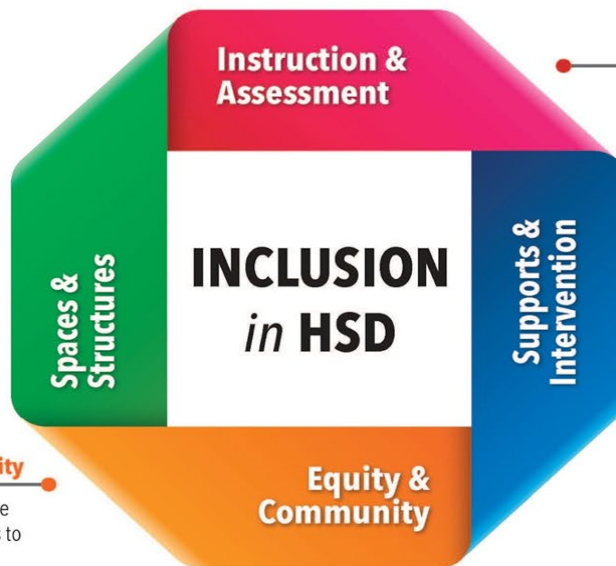
The elements:

Universal Design, Walls, Storage, Furniture, Instructional Spaces

All school environments are ADA accessible and compliant. All areas of the classroom have a clear student-driven purpose and are designed to meet the needs of any student regardless of disability.

Classroom, School, Community

Students with special needs spend the maximum amount of time with peers to develop academic and social skills. Students participate fully in schoolwide activities and feel a part of the school community. Families are partners in supporting students. Multiple structures for information- and knowledge-sharing are in place.



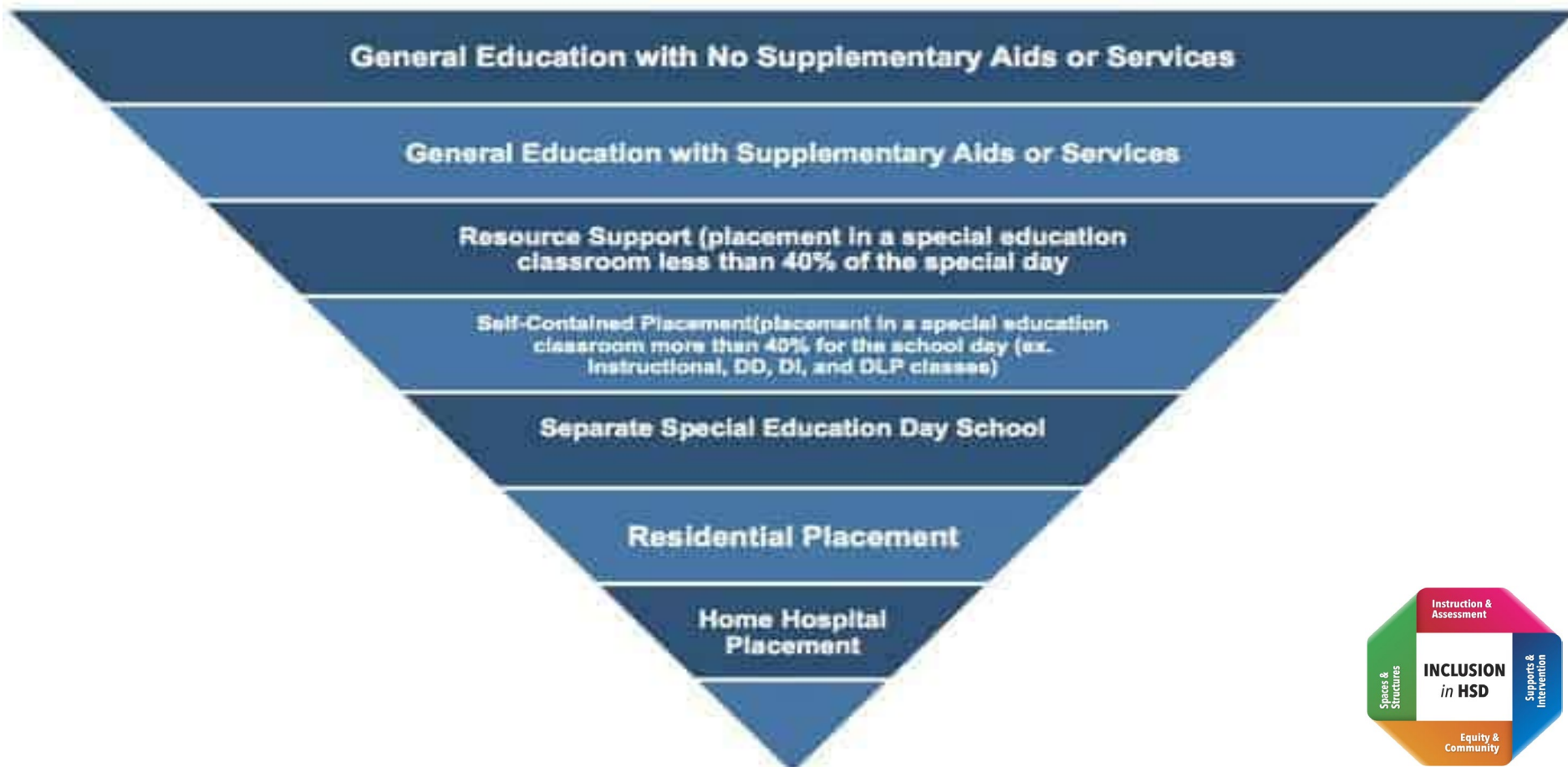
Standards-Based Teaching and Learning, Instructional Strategies, Assessment, PLCs, Accommodations and Assistive Technology

Students learn together, are engaged in instructionally-appropriate, grade-level work and consistently master standards alongside their peers.

Staff, Families and Partners

Teams of adults support the academic and social/emotional needs of students. We take a strengths- and skills-based approach to supporting our students through positive, universal behavioral supports.

The Placement Continuum





Special Education Process In HSD

Parents are a vital part of each step and involved in all meetings.

*General Education
Process*

Special Education Processes



Student Study Team Meeting

Review student strengths and needs. Interventions and progress data is discussed. Next steps could include intervention changes, continued interventions, or special education evaluation.

Evaluation Planning

Answer the question: What do we need to know to determine if the student qualifies has a disability and if there is an educational impact? Review any medical reports the parents have and decide which tests would help the team answer that question. Outline the plan for testing the student.

Eligibility

Testing is done. Review results and recommendations. Determine if student (1) has a disability that (2) impacts access to general education and (3) requires specially designed instruction. If the answer is no to any 3 points, the process stops and moves back to general education supports.

IEP

Create the Individual Education Plan to support the students' access to grade level instruction. Key parts include: special factors, present levels, transition (for over age 14), goals with objectives, service minutes, accommodations, modifications and supports, and placement.

Annual Mtg

The IEP is in place for 364 days and often covers parts of 2 school years. The case manager will bring the team together annually to review the IEP including all the key parts. Parents or staff can ask for additional meetings.

Re-eval & Exit

Eligibility is in place for 3 years unless a student exits before that. The team will come together to plan another evaluation to determine if the student still meets all 3 criteria for eligibility. When a student no longer qualifies, we exit back to general education supports.

60 school days

Why Neighborhood Schools?

*“You belong here and we are willing to change
the environment for you.”*

- Andratesha Fritzgerald



Neighborhood School Implementation

Each student receives the supports and services they need in their neighborhood school regardless of the disability they experience.

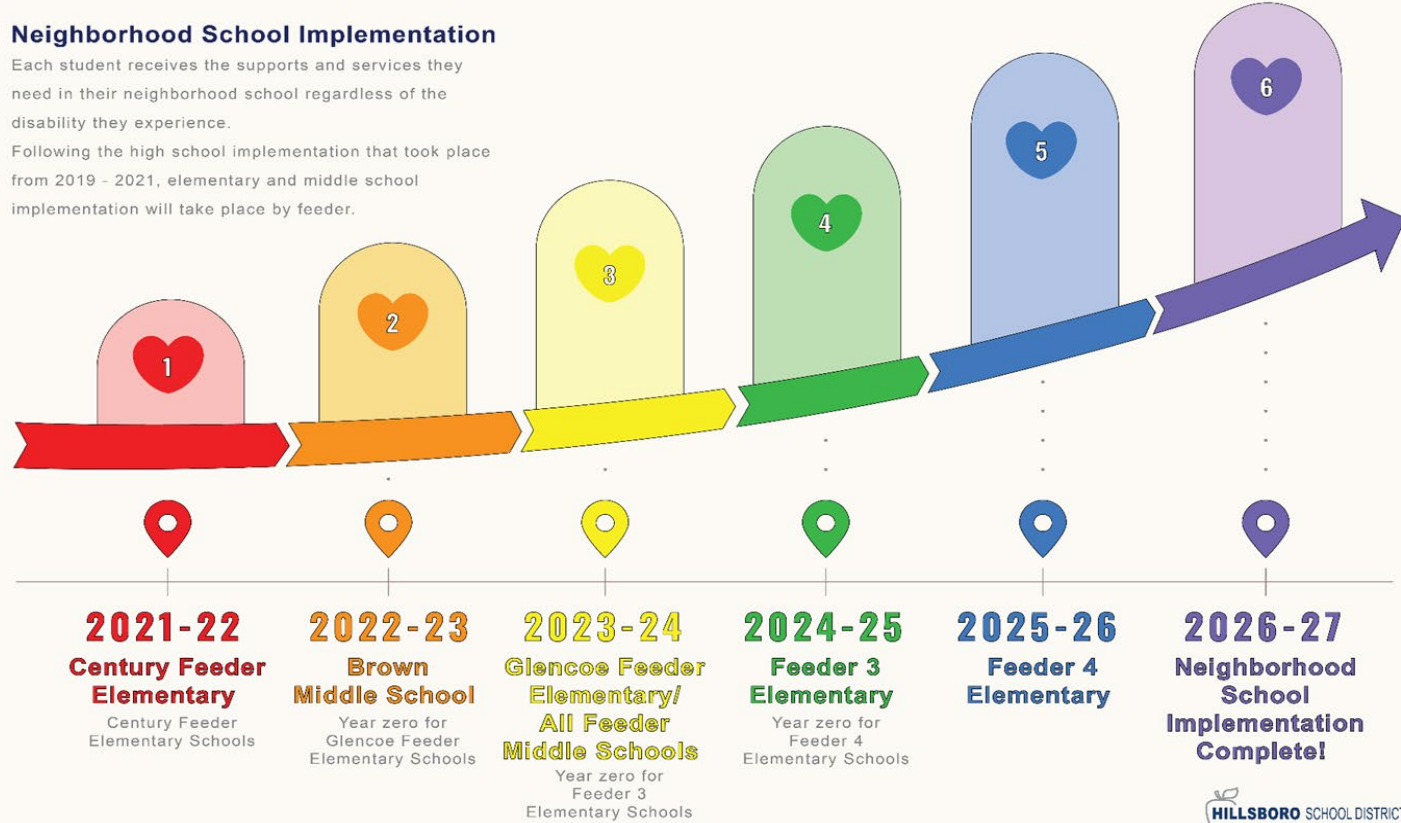


NEIGHBORHOOD SCHOOLS FOR ALL

Neighborhood School Implementation

Each student receives the supports and services they need in their neighborhood school regardless of the disability they experience.

Following the high school implementation that took place from 2019 - 2021, elementary and middle school implementation will take place by feeder.



Parent Support

6 District Parent Meetings (via Zoom/in person, Evenings)

1. Tonight - So glad you are here!
2. Our next meeting on Thursday Oct 12th on ZOOM .
3. Thursday, Nov. 2nd, DISABILITY RESOURCE FAIR/ in person
4. Thursday, Feb 1st, in person
5. Thursday, April 18, ZOOM



Individual Parent Contacts

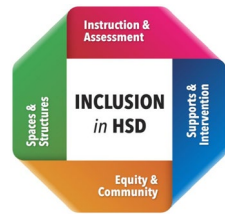
- Meetings, phone calls, letters, parent newsletter, social media



FACT: Families And Community Together

- Each state has a Parent Training and Information Center (PTI)
- Oregon's PTI is FACT www.factoregon.org or 1 (888) 988-3228
- FACT is a great community partner: They are a multilingual organization that exists for the purpose of supporting parents of students who experience a disability. They provide trainings, support and 1:1 consultation when parents are feeling frustrated





How can I advocate for my child in HSD?

1. Learn all you can about the special education process
 - a. Work with FACT
 - b. Communicate with your Child's Case Manager. If things aren't going well, please reach out to us! We all work together!
 - c. Set up a meeting with the Special Education Director if your case manager is unavailable and ask questions
 - d. If there is a conflict or frustration, communicate early about it first to the case manager, and if not resolved to the Director
 - e. Understand that if you are not happy with the way your child's IEP is going, please schedule a meeting!
 - f. Know you have the right to an interpreter and translated documents

Common Terms & Acronyms

504 - Provided to students with disabilities who need accommodations; not special education

Accommodation - Provides access to the grade level standards

AC – Administrative Center, District staff offices, 3083 NE 49th Place

BSP - Behavior Support Plan

CTS – Community Transition Services

ERC – Elementary Resource Classroom

ESY – Extended School Year

HOA – Hillsboro Online Academy

IA - Instructional Assistant

IEP - Individual Education Plan

ITS – Independent Transition Services

LSC – Life Skills Classroom

LRC – Learning Resource Classroom at Secondary Levels

Modification - reduction in breadth or depth of the grade level standard(s)

PWN – Prior Written Notice

SCC – Social Communication Classroom

SDI - Specially Designed Instruction

SLC – Social Learning Classroom

SLP – Speech and Language Pathologist

Support Specialist /ASD Consultant – Teacher on Special Assignment (TOSA) for Special Education.

Eligibility Categories:

- Other Health Impairment
- Emotional Behavior Disorder
- Specific Learning Disability
- Intellectual Disability
- Hearing Impairment
- Visual Impairment
- Deafblindness
- Autism Spectrum Disorder (ASD)
- Orthopedic Impairment
- Communication Disorder
- Traumatic Brain Injury
- Developmental Delay





Questions

