

Special Education Board Report

November 2019

Lunch and Learn: Chelsea Iffland hosted our first special education parent lunch and learn at Cottage Inn. We had 10 people attend and information was shared about the parent advisory committee, the IEP team, and how to advocate for your student. The group enjoyed networking with one another and we look forward to hosting another event in the future.

Special Education State Complaints: Currently, Chelsea Iffland is working on two State complaints within the county.

Birth to Three Services: The Birth to Three early intervention team was able to attend the biennial state-wide Early On Conference. A variety of topics surrounding best practices when servicing students and families from birth to age 3 were presented. The team brought back information to support our Hillsdale county families with on topics including: Human Trafficking, Lead Poisoning, Coaching, Language & Literacy, Brain Development, Social-Emotional Health, Medicaid, Healthy Relationships, Play, Engaging Young Learners & Their Caregivers, Intervention in Natural Settings, ACE's, Supporting the Early Autism Journey, Positive Behavior Supports, Cognition, Continuous Improvement, Reflective Supervision, Modeling, Safe Sleep, Parent Involvement, and much more! The team is excited to share their learning with the team and put new strategies in place in their work within Hillsdale County!

Multi-Tiered System of Support: Special education is continuing support with 4 local districts who are participating in the Coordinated Early Intervening Services Program. Great strides have been made at North Adams-Jerome. The HCISD MTSS team and NA-J staff have worked closely in developing and implementing a K-5 system to support student's academic needs around literacy. Identified students work in small groups of 3-4 students on a focus skill with close progress monitoring, while other students work on grade level or advanced literacy skills. This designated support time is called "WIN", which stands for "What I Need. This time is devoted to explicit instruction to increase academic growth for each individual student in K-5.

Extensive work is also now beginning in Waldron. We have helped in creating a leadership team to begin the process of creating a K-5 PBIS system. We are also continuing to coach individual teachers in Evidence Based Literacy Instruction. Once the school-wide system is developed and implemented we will begin assisting individual teachers in integrating the classroom management system into the school-wide system.

Camden-Frontier and Pittsford are continuing to get individual coaching for Evidence-Based Literacy Instruction. There are still a few teachers at Camden to be trained. Pittsford is in the process of examining and prioritizing staff survey results to determine the next steps around the MTSS process.

The next school scheduled to begin the K-5 implementation is Camden-Frontier. We will be waiting on the hiring of the new superintendent before continuing with the next steps on system-wide support.

Social/Emotional: There is a new Special Education Support Request Form that is located on our website for all districts to access. This was in efforts to make it easier for locals to request special education support. The form incorporates academic, ASD and social/emotional requests in one document. The form is user-friendly and only asks questions if an area of need/request is identified in the above areas.

Special education staff have engaged in training on the Essential Behavior Outcome Skills (EBOS) and developed a process for tier II positive behavior support plans (PBSP). This process is consistent throughout the districts and lead by the school social workers. The process takes local staff through the identification of problem behavior and where they determine the lagging skills and then identify what we need to teach, prevention strategies and how to respond appropriately.