



Beaverton School Board Study Session

District Office

1260 NW Waterhouse Avenue

Beaverton, Oregon 97006

Tuesday, November 28, 2023 5:45 PM

Video Stream: www.youtube.com/beavertonschools

Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

I. OPEN MEETING

A. Call to Order

B. Attendance

II. SPECIAL EDUCATION PROGRAMS & STAFFING

III. EARLY LITERACY SUCCESS PLAN

IV. CLOSE MEETING

A. Adjourn

2
19

STUDY SESSION**SPECIAL EDUCATION: SPECIALIZED PROGRAMS****SUMMARY**

Under federal Public Law 108-466, commonly referred to as the [Individuals with Disabilities Education Act \(IDEA\)](#), as well as state law ([Chapter 343 — Special Education and Other Specialized Education Services](#)), every Oregon school district must ensure that all children ages 0-21 who experience disabilities are identified, located, evaluated, and provided a free and appropriate public education in the least restrictive environment that is able to meet the student's needs as outlined by their Individual Education Program (IEP).

BACKGROUND

The majority of Beaverton students eligible for special education services under IDEA receive services in the form of specially designed instruction, along with accommodations and modifications, within their neighborhood or option school. All schools within the district have a resource program staffed with a Special Education Teacher, School Psychologist, and Speech Language Pathologist, as well as access to consultation services from a variety of specialists such as; Autism Consultants, Behavior Specialists, Blind/Visually Impaired Specialists, Feeding Team, Hearing Specialists, Nurses, and Physical Therapists to support students to be included within the least restrictive setting of their neighborhood or option school.

Some students who experience disabilities may require a higher level of support and services in order to meet the goals within their Individualized Education Program and be provided with a free appropriate public education. To support these students, the district offers a number of specialized programs.

In this study session, district staff will provide an overview of the district's special education specialized programs.

RECOMMENDATION

Staff will present information on special education specialized programs. No action is needed.

Belong. Believe. Achieve.

Special Education

Specialized Programs

School Board Work Session

November 28, 2023

Individuals with Disabilities Education Act (IDEA)

Principle 1: Free Appropriate Public Education (FAPE)

Principle 2: Appropriate Evaluation

Principle 3: Individualized Education Program (IEP)

Principle 4: Least Restrictive Environment (LRE)

Principle 5: Parent and student participation in decision making

Principle 6: Procedural Safeguards 4

Specialized Programs Overview

Specialized Programs provide services to students who experience needs related to their IEP goals which cannot adequately be addressed in the general education or Resource Room settings.

Services provided in a Resource setting focus on supports for a student to:

- Access grade-level content
- Access general education
- Receive specially designed instruction
 - Pull out model
 - Push-in model
 - Co-teaching model

Specialized Programs Overview

Services provided by Specialized Programs may include :

- Increased adult to student ratio
- Classroom and individual visual supports
- Individual behavioral and social supports
- Carefully planned schedules and transitions
- Modified curriculum and grading as needed for individual students
- Trained classified staff
- Structured classroom setting
- Opportunities for inclusion with typical peers

Academic and Communication Enhancement Program (ACE)

The program fosters growth through:

- Individualized adult support for significant and injurious behavioral and safety needs to themselves and others
- Highly structured and individualized schedule for each student
- Individualized behavior plans
- Focus on modified curriculum, functional life skills, social skills, and communication
- Significant behavioral supports that may include the use of safe/seclusion room

Academic Learning Center Program (ALC)

The program fosters growth through:

- Social and life skills opportunities
- Multimodal communication
- Visual supports for task completion
- Opportunities to access adapted motor skills development
- Behavior supports, which can include BSPs and Safety Plans
- Access to general education opportunities as described by individual inclusion plans

Community Transition Program (CTP)

The provided instruction focuses on:

- Work experience
- Independent living skills
- Training
- Employment
- Education
- Use of public transportation
- Leisure skills

Emotional Growth Center (EGC)

The program fosters growth through:

- Intensive individual and program-wide social, emotional, and behavioral instruction
- Behavioral support delivered through both individual and group incentives and interventions
- The school psychologist provides consultation to the classroom teacher to assist with implementing individual and group protocols to help students better establish and maintain positive peer relationships
- Specially designed instruction for 10 identified areas of social-emotional needs, along with academics

Emotional Growth Center (EGC)

As well as:

- Opportunities to participate in general education experiences, which increases over time and with success
- Evidenced-based classroom management strategies and curricula designed for students with behavioral challenges
- Heightened classroom structure and routines aimed at helping students form habits that support both learning and positive peer interactions
- Students in this program have access to modified academic curriculum, if needed, based on their IEP

Emotional Learning Center (ELC)

The program fosters growth through:

- Highly structured individual setting
- Individual counseling and skill building
- Individualized counseling plan and support from mental health specialist
- Individualized behavior support plans
- Individualized de-escalation plans
- Social engagement skill building
- Carefully planned schedules and transitions
- Parent/caregiver training and support
- Coordination with community-based providers as needed
- Students in this program have access to modified academic curriculum, if needed, based on their IEP.

Independent Skills Center (ISC)

The program fosters growth through:

- Structured individualized routines designed to meet each student's needs
- Structured classroom setting - predictable schedules, consistent expectations, and behavior supports
- Social and functional life skills opportunities
- Multi-modal communication
- Integrated sensory supports and considerations
- Visual supports for task completion
- Opportunities to access adapted motor skills development

Independent Skills Center (ISC)

As well as:

- Direct and/or indirect nursing support as needed and delivered in the classroom setting
- Behavior supports, which can include BSPs and Safety Plans

Social Communication Classroom (SCC)

The program fosters growth through:

- Visual systems for work completion, communication, and organization
- Structured classroom settings - predictable schedules, consistent expectations, and behavior supports
- Carefully planned transitions
- Social-cognitive instruction
- Modified environmental stimuli
- Students in this program have access to modified academic curriculum, if needed, based on their IEP
- Behavior supports, which can include BSPs and Safety Plans

Structured Routines Classroom (SRC)

The program fosters growth through:

- Structured individualized routines designed to meet each student's needs - predictable schedules, consistent expectations, and behavior supports
- Discrete trial training/pivotal response training
- Visuals for work completion and reinforcement
- Behavioral and social skills supports individualized to student needs
- Carefully planned schedules, routines, and transitions

Structured Routines Classroom (SRC)

As well as:

- Supports and accommodations for individualized behavior and sensory needs
- Focus on modified curriculum, functional life skills, behavior, social skills, and communication

Questions & Discussion

STUDY SESSION**EARLY LITERACY SUCCESS PLAN****SUMMARY**

Oregon's new Early Literacy Success Initiative provides funding targeted to help school districts improve early literacy. Staff will share information for the board to receive and discuss, regarding the legislation, the grant program and process, and the district's proposed use of the grant funds for early literacy.

BACKGROUND

The Oregon Legislature passed House Bill 3198 in June 2023, creating the Early Literacy Success Initiative with four programs: Early Literacy Success Tribal Grants, Early Literacy Success Community Grants, Early Literacy Success School District Grants, and Birth Through Five Literacy Plan. The purpose of the initiative is to: (1) Increase early literacy for children from birth to grade three; (2) Reduce literacy academic disparities for student groups that have historically experienced academic disparities; (3) Increase support to parents and guardians to enable them to be partners in the development of their children's literacy skills and knowledge; and (4) Increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

Oregon school districts may apply for Early Literacy Success Grant funding for the 2023-2025 biennium between December 1, 2023 and January 8, 2024. Funding is based upon ADMw for district enrollment in grades K-5. Funding for Beaverton is approximately \$2.84 million in the first year and \$2.95 million in the second year, and has a required 25% match of funds focused on advancing literacy.

The district is prepared to submit an application during the upcoming submission period that focuses the available grant funds to four key areas allowed as part of the grant, and uses braided funding from the Student Investment Account for the fifth allowed key area to fulfill the required 25% match:

- Adoption and implementation of literacy instructional materials that align with the Oregon Literacy Framework
- Professional development in research-aligned literacy strategies for teachers and administrators in grades K-3
- Summer programming that uses research aligned literacy strategies for students in grades K-3
- High-dosage tutoring that integrates reading and writing
- Matching funds: Literacy specialists, coaches or interventionists to support implementation

In this study session members of the Teaching & Learning Department will share information about the legislation, the grant program and process, and the district's proposed use of the funds for early literacy.

RECOMMENDATION

Staff will present information about the Early Literacy Success Grant program and process and the district's proposed plan for the available funds, for the board to receive and discuss in this study session. The plan will be considered for approval in the board's business meeting on December 12.

Belong. Believe. Achieve.

Early Literacy Success Grant

School Board Meeting — November 28, 2023

Agenda

- Background of House Bill 3198
- Allowable Uses of Funding
- District's Proposed Plan for Funding

Overview & Purposes

- Increase early literacy for children from birth to 3rd grade;
- Reduce literacy academic disparities for student groups that have historically experienced academic disparities;
- Increase support to parents and guardians to enable them to be partners in the development of their children's literacy skills and knowledge;
- Increase access to early literacy learning through research-aligned, culturally responsive, student and family centered support

Allowable Uses of Grant Funds

1. Professional development and coaching in research-aligned literacy strategies for teachers and administrators of grades K-3.



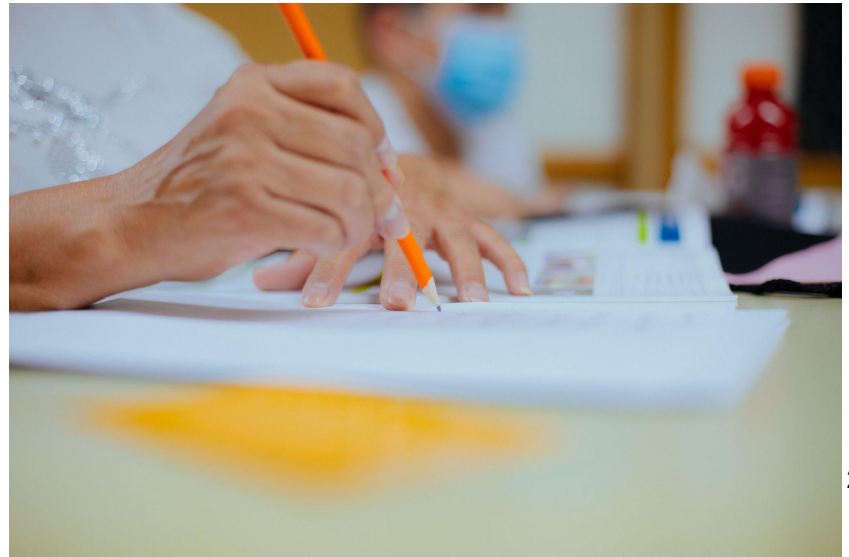
Allowable Uses of Grant Funds

2. Extended learning programs that use research aligned literacy strategies and that are made available to students in early elementary grades by licensed teachers or by qualified tutors.



Allowable Uses of Grant Funds

3. High-dosage tutoring that integrates reading and writing and is delivered by a qualified tutor.



25

High-Dosage Tutoring

High-dosage tutoring refers to one-on-one tutoring or tutoring in small groups which is;

- provided in addition to daily instruction;
 - provided two or more times each week over at least a 10-week period;
- and
- uses a research-aligned tutoring model that is administered in a culturally responsive manner and that is combined with the training necessary for tutors to implement the model effectively

Allowable Uses of Grant Funds

4. The adoption and implementation of curricula that uses research-aligned literacy strategies.



Research-Aligned Literacy Strategies

Strategies that:

- are literacy focused;
- are culturally responsive and relevant to diverse learners;
- are based on long-term research derived from the science of reading and writing; and
- apply instructional practices that are developmentally appropriate and specifically designed for students with disabilities and students who are English language learners.

Allowable Uses of Grant Funds

5. Literacy specialists, coaches or interventionists to support with the implementation of the first 4 activities allowed under the grant.



Proposed BSD Plan

- Adoption and implementation of research-aligned literacy instructional materials
- Professional Development for teachers and administrators
- Summer Learning opportunities for K-3 students who need additional support in literacy
- High-dosage tutoring for identified students in grades 1-3
- Continuing Academic Coaches/Literacy Specialists at all district Elementary Schools

Question & Comments