Special Education Department

Departamento de Educación Especial

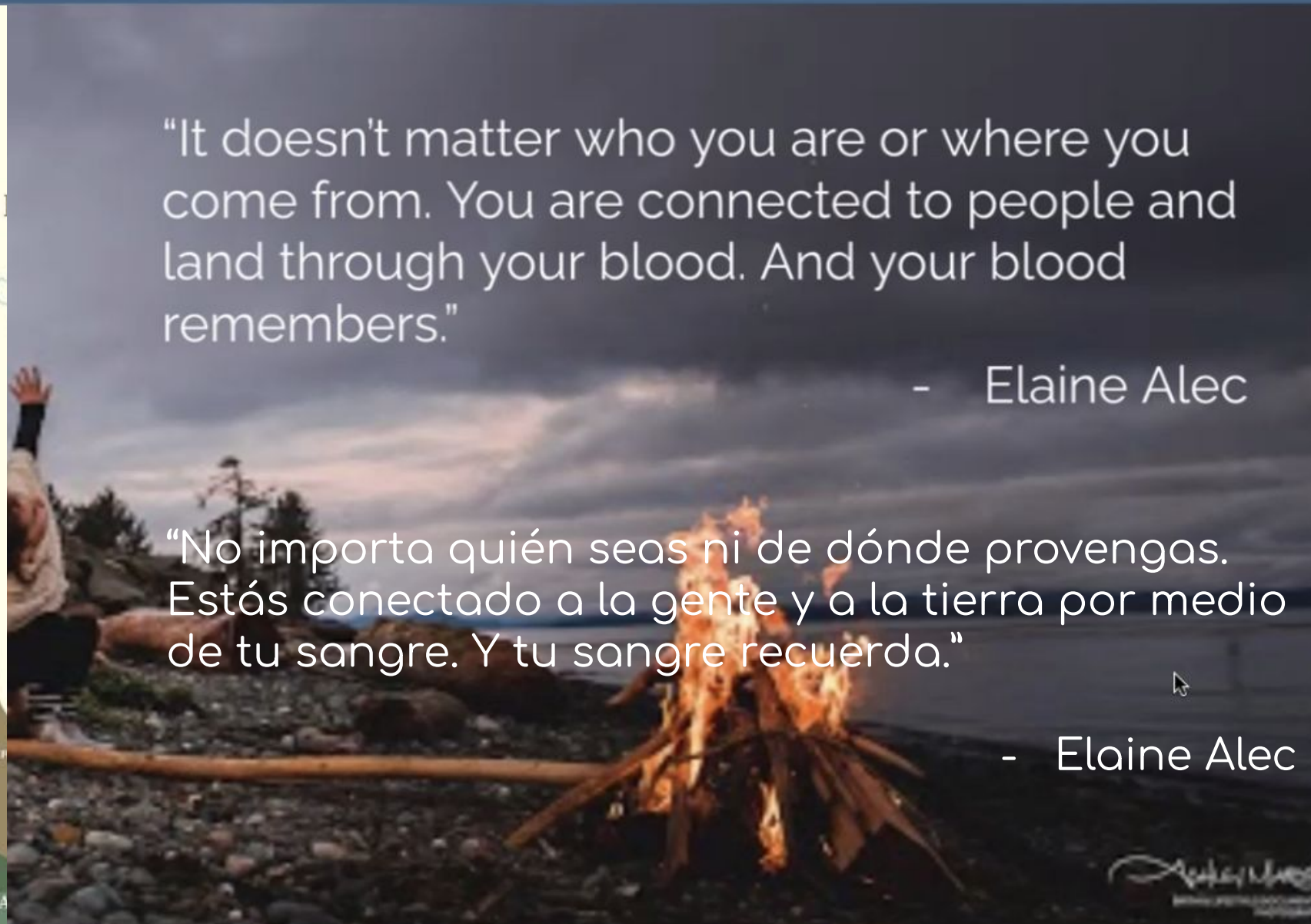
December 5, 2024
Diciembre 26 de 2024

Made in Hayward

Reconocimiento a la tierra y a la vida

Acknowledgement of Land & Life





Welcome

Outcomes for tonight:

- **Presentation Family Resource Navigators**
- **Budget Presentation**
- **Closing**

Bienvenidos

Objetivos para hoy:

- **Presentación Navegadores de Recursos Familiares**
- **Presentación del Presupuesto**
- **Cierre**

Family
Resource
Navigators

Related Services:

What they are and how your child can receive them

Carol Cohen
Family Resource Navigators
November 6, 2024



About FRN



Family Resource Navigators serves families whose children have health care, developmental or learning concerns. We serve Alameda County 0-22 (and beyond in some cases.) We help families become their child's best advocate and encourage families to become leaders in their communities.

Assessment for an IEP

- A Parent can start the process by writing a letter to the district requesting an evaluation in all areas of suspected disability
- The student must be assessed in all areas related to the suspected disability including, where appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general ability, academic performance, self-help, orientation and mobility skills, career and vocational abilities and interest, assistive technology needs, and social and emotional status. A developmental history should be obtained, when appropriate
- Federal and state regulations make it clear that the evaluation must be “sufficiently comprehensive to identify all of the child’s special education and related services needs, whether or not commonly linked” to the disability category of the child

Getting an Assessment for an IEP including Related Services or Designated instructional service (DIS)

For an initial IEP, the parent should specify in their letter to the district that they are concerned about all the areas of suspected disability and should specify in which areas the child will need further evaluation. These areas should be specified in the Assessment Plan.

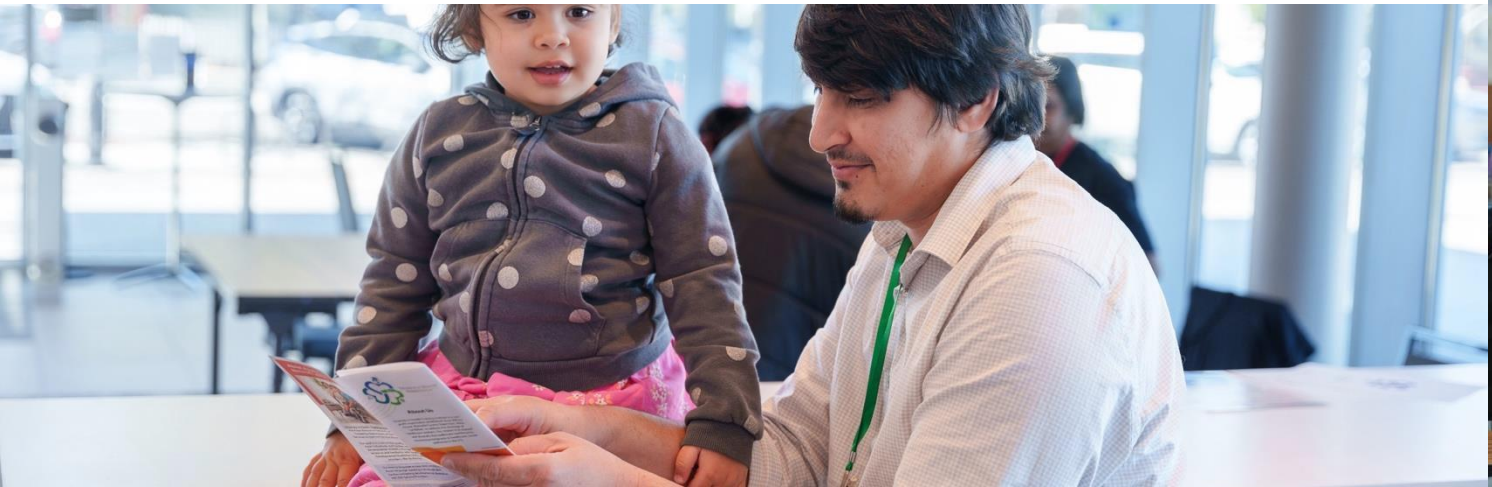
A child must first be found eligible for an IEP before the school district provides related services. In some circumstances a child can receive services through a 504 plan.

The district has 60 days after they receive the signed Assessment Plan to evaluate the child and hold an IEP.

Family Resource Navigators

Related Services







What is a related service?

Related services support a child in benefiting from their special education program. They also help him/her make progress in the general curriculum.

Some services are referred to as Designated Instructional Services in California

Examples of Related Services

- Speech and language Therapy
- Occupational Therapy
- 1:1 Aide for safety or behavior
- Physical Therapy
- Adapted PE
- Vision Services
- Orientation and Mobility
- Mental Health Services
- Audiological Services
- AC/AT Services
- Nursing
- Rehabilitation Services

Criteria for receiving Related Services

Your child needs to be found eligible by the specialist/therapist or other appropriate personnel for requiring the service

Goals should be written in the area of the service (to get Speech Therapy, there should be Speech/Language) The person responsible may be the specialist/therapist or may be provided by other appropriate personnel. Without a goal that requires the service, the district does not have to provide it.

The service must be included in the Offer of FAPE (Free and Appropriate Public Education. Services must be specified as direct or consultation. They also must specify the number of minutes and frequency, as well as whether the service is individual or group.

What are the criteria to receive Speech Therapy as a Related Service

If your child has an eligibility (either primary or secondary) of Speech and Language Impairment he/she will usually be offered this service

If your child has another eligibility category, he/she can still receive speech therapy **if it is necessary for them to reach their IEP goals and access the core curriculum.**

Indicators for Speech Therapy

- **Language disorder**: Your child may have trouble understanding what they hear. They may not follow directions or answer questions well. It may be hard for them to tell others about their thoughts. They may not say the correct words or say only short sentences. Language problems can also make reading and writing harder.
- **Articulation disorder**: Your child may have trouble saying sounds. They may not speak clearly and are hard to understand.
- **Fluency disorder/Stuttering.** Your child may have trouble speaking smoothly. They may repeat sounds or words or have long pauses when they talk. Stuttering can make it hard to answer questions or give speeches in class. It can also make it hard to talk to friends.

Other Indicators for Speech Therapy Evaluation

- **Social communication and Pragmatics.** Your child may have trouble talking with other children. They may not make friends easily. They may not understand what others think or how they feel, or understand idioms/humor/sarcasm
- **Following conversation rules**: Taking turns, introducing topics, staying on topic, and rephrasing when misunderstood
- **Using nonverbal signals**: Eye contact, facial expressions, and body language
- **Voice:** Your child may sound hoarse or lose their voice. They may sound like they talk through their nose, called nasality. Their voice may be too loud or too soft. Voice problems can make it hard to talk in class or with friends.
- **Hearing Loss** that affects the child's ability to acquire language

Indicators for Occupational Therapy Referral

- Difficulty in learning new motor tasks
- Poor organization and sequencing of tasks
- Poor hand use (including writing and tool use)
- Difficulty in accomplishing tasks without the use of adaptive equipment, environmental modifications or assistive technology
- Deficits in adaptive self-help or feeding skills in the educational setting
- Poor attention to tasks
- Notable overreaction or underreaction to textures, touch or movement

Paraprofessional Support

- The district may provide a paraprofessional if your child needs one to benefit from her education including situations where your child needs an aide to assist her in a regular education classroom. The district is required to educate special education students to the maximum extent appropriate with nondisabled peers.
- A paraprofessional might be required to help a student with significant physical disabilities perform educational tasks (such as note taking or scribing) physical tasks (help in the bathroom, access the school facilities), or to assist in a behavioral management program for a student with significant behavior problems.
- For a child with physical, behavioral or medical needs, it is beneficial if your provider can write a letter explaining why the service is needed for the child to attend school safely.
- This is an IEP team decision and in general should not require any additional evaluations.
- A child may be able to get instructional support, but an aide should not replace the child's teacher, nor take on tasks a child is able to complete on their own.

When might the child need an aide for safety reasons?

- Child is eloping (running away possibly into a dangerous situation)
- Child is self harming or harming others (usually as
  part of a behavior plan).
- Child needs assistance with toileting or dressing
- Child is not able to follow instructions without significant intervention by the teacher
- Child is in inclusion in a regular ed classroom and needs support to access the curriculum
- Child needs support with social skills
- Child needs additional support on the playground

Documenting the need for an aide

Gather any incidence reports the school has made (if your child has been hurt at school there should be an incident support). Include photographs if appropriate

Include the amount of time your child has been suspended from school

Obtain letters of support from child's doctors or BCBA provider explaining the ***need*** for an aide.

Bring a portfolio of child's work to show the difference between what the child is doing at school, and what they do at home.

What if I feel my child needs more services?

Is your child making “non -trivial” or no progress on their goals?

Are the goals ambitious enough?

For a child who is not receiving services from a licensed or registered professional, do they need the expertise of such a person to progress on their goals?

In these circumstances you may wish to ask for a re-evaluation (if it’s been more than a year) or hold an IEP to consider adding additional services or adjusting goals.

Other Things to Consider

- Some classrooms have related services embedded in the curriculum (like a motor skills room or a language enriched classroom) so you may not need or be offered additional services
- Pull out services may be hard to schedule around core subjects (especially in higher grade levels)
- You may be able to find supplemental activities in the community or through other agencies (Regional Center)
- You may be able to access individual therapy through your insurance
- Group services may sometimes be better than individual services depending on your child's goals and needs.

Free and Appropriate Public Education (FAPE)

Your child is entitled to specialized instruction in the least restrictive environment (LRE). Your child should be placed in the classroom where they are most likely to achieve their goals.

Students should be placed in the same environment of their non-disabled peers to the greatest extent possible.

The district gets to choose the methodology and staff, but parents can advocate for a different method.

Educational Benefit

- The child makes non-trivial progress on appropriately ambitious goals
- The essential entitlement of IDEA is FAPE in LRE.
- Progress is the measure of that benefit
- Lack of progress on goals makes a powerful argument for what a child needs.

Extended School Year

ESY services are “special education and related services provided to a child with a disability.

ESY is beyond the normal school year of the district. Under California law, a student must meet certain eligibility requirements for ESY.

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Criteria for ESY

- The student's disabilities "are likely to continue indefinitely or for a prolonged period;
- Interruption of their educational program may cause regression (all children regress somewhat so regression is to a greater degree);
- Emerging skills
- Limited recoupment capacity (will require work to regain the skill); and
- The above factors make it "impossible or unlikely" that he will attain self- sufficiency and independence without ESY services

Offer of FAPE

Placement includes- what is *necessary* for a child to have a *reasonable* chance of achieving goals and includes:

All educational goals, supports and services to determine educational benefit.

Types of placement include inclusion, Special Day Classes, Resource Classrooms

Duration, Frequency, (e.g. 30 minutes weekly), if services are direct or consult, push in or pull out, and who will be providing the service (this may instead be listed on goal)

Transportationnn

This is a related service when it is necessary in order for a student to benefit from special education. If a student cannot get to school on their own because of the physical or cognitive characteristics of the disability (even though the student may live very close to the school).

Districts have their own policies they have developed, but they may not supersede state or federal guidelines.

Transportation guidelines

- Medical diagnosis and health need considerations, general ability for a student to ambulate or wheel themselves to the school, considerations of pupil needs in inclement or very hot weather
- Physical accessibility of curb, sidewalks and streets
- Capacity of the student to arrive to school on time, avoid getting lost, avoid dangerous traffic conditions and to avoid other potentially dangerous situations.
- Behavior Intervention Plans that would preclude a student arriving on their own.
- Mid day or other transportation needs as required on a student's IEP at another site (such as Mental Health or California Children's Services.)
- The district may also consider how other children are arriving to school



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Family Resource Navigators

Thank you



Introducing the Need for Budget Solutions

PRESENTED BY:

Chien Wu-Fernandez
Associate Superintendent

December 5, 2024

Made in Hayward

Overview and Outcomes

- Presentation
- Comments
- Townhall Meetings
- HUSD Budget Website
- Survey







HUSD's Challenges

- Historical deficit-spending due to declining enrollment
- One-time (COVID pandemic) funds expiring
- Reduced education spending in CA



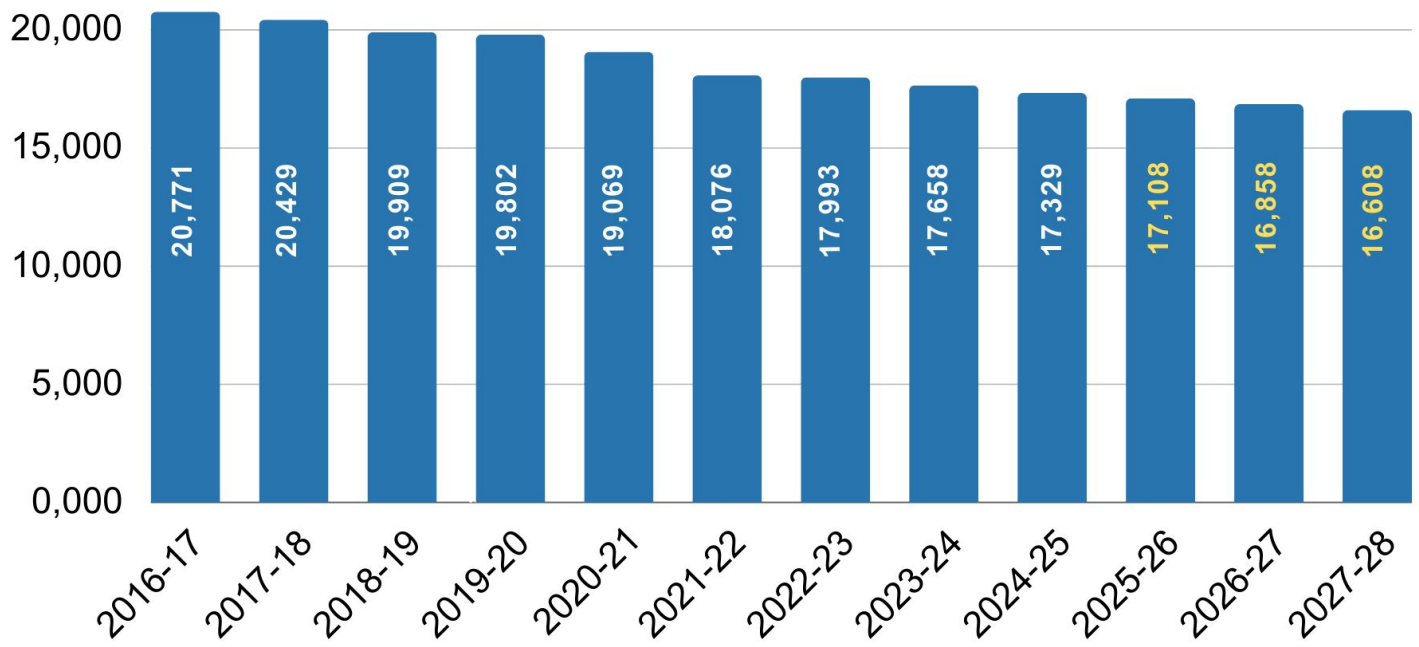






Enrollment

Most funding is received from the state, and on a per-student basis.



Declining enrollment = reduced funding

Need for Budget Solutions

- HUSD prepared a multi-year budget that reflects our Local Control Accountability Plan (LCAP).
- That budget included a shortfall.
- The county gave HUSD a “conditional” budget approval requiring us to address the shortfall.
- The current shortfall is currently **$31M.**
- That amount will adjust as new information leads to budget revisions.

What questions and ideas do you have regarding HUSD's budget situation?









Prior HUSD Budget Shortfalls

2018-19: Fiscal Solvency Stabilization Plan - $7.8M in reductions

2019-20: Enrollment declines / increases in retirement contribution costs

2020-21: Need for $10M reductions (February 2020)

Pandemic Relief covered shortfall

2021-22: Recognition of continued enrollment declines.

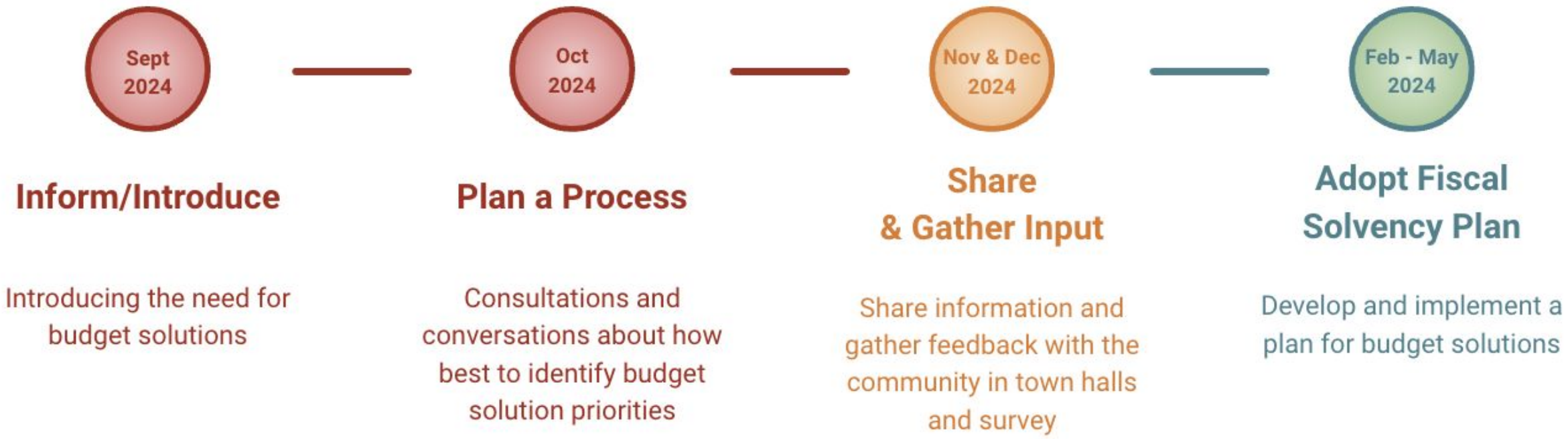
Pandemic relief funding covered shortfall.

2023-24: Anticipation of state budget shortfall, and recognition of large staffing increase compared to enrollment - 15% increase in staffing compared to 8% decline in enrollment.

Prioritized expenditure increases to attract and retain highly qualified staff.

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Next Steps


Sept 2024
Oct 2024
Nov & Dec 2024
Feb - May 2024
Inform/Introduce
Introducing the need for budget solutions
Plan a Process
Consultations and conversations about how best to identify budget solution priorities
Share & Gather Input
Share information and gather feedback with the community in town halls and survey
Adopt Fiscal Solvency Plan
Develop and implement a plan for budget solutions

Community, Small Groups & Town Halls (November)

- Tue. 3:30pm, November 12 - Staff Town Hall #1
- Wed. 6:30pm, November 13 - Board Meeting
- Thu., November 14 - Open Survey
- Thu. 5:30pm, November 14 - Community Town Hall #1 @ Cherryland (area)
- Sat. 10:30am, November 16 - Community Town Hall #2 @ East. Ave. (area)
- Tue. 5:30pm, November 19 - District Advisory Committee (DAC) Meeting #1
- Wed. 5:45pm, November 20 - DELAC (regular meeting) agenda item
- Thu. 3:00pm, November 21 - LLA (regular meeting) agenda item
- Thu. 6:00pm , November 21 - AASAI (regular meeting) agenda item

Scheduling for small group presentations will occur throughout November and December.

Community, Small Groups & Town Halls (December)

- Mon. 5:30pm, December 2 - Community Town Hall #3 @ Tennyson (area)
- Weds. 5:30 p.m., December 4 - APICI (regular meeting) agenda item
- Sat. 10:30am, December 7 - Community Town Hall #4 @ MLK Jr. (area)
- Tues. 5:30 p.m., December 10 - Community Town Hall #5 @ Glassbrook Elem (area)
- Wed. 3:30pm, December 11 - Staff Town Hall #2
- Weds. 6 p.m., December 11 - Community Town Hall #6 @ Burbank Elem (area)
- Thurs., December 12 - Close Survey
- Mon. 6:30pm, December 16 - Board Meeting
- Thu. 5:30pm, December 19 - DAC #2

Key Takeaways

- Acknowledge need to reduce spending
- Listen to and learn from community; focus on what is most important to our schools and community
- Identify budget guidelines and priorities that reflect community values
- Preserve and invest in core student-success mission
- Consider creative revenue-generation strategies (long-term solutions)

husd.us/budgetsolutions

husd.us/survey

Thank You

Gracias

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