Special Programs

The Journey Forward

BJ Wilson, Special Education Director
Jon Mishra, Ed. D., Executive Director of Special Programs
Pam Schaffeld, Facilitator
Taia Young, Evaluation Specialist

Striving to be the premier public school district in Oregon!

"The will to do, and the soul to dare"
-Sir Walter Scott
Our Goals for You

- Ascertain whether or not this is right for your district
- A chance to speak with others
- A chance to ask questions
- To walk out of here less confused about what we are doing in Hermiston than when you walked in

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A Question or 2 For You

- If you are a special education teacher, what was your expectation when you took your last teaching position
  - Number of IEPs you would have to write
  - Curriculum
  - Classified support
  - Teaching load
  - Collaboration with specialists
  - Support from District Office
  - What Else???

Did Perception Match Reality?

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What Is Your District’s Current Reality

- What is working well?
- What is not working?
- How is what is not working being addressed?
- What is your “ideal” situation?
- Is your “ideal” situation doable?
- What are the barriers to get to where you need to go?
- What are the supports to get to where you need to go?
- What else?
Presentation Overview

- Our Model
  - Admin Duties and Responsibilities
  - What is the model
  - How we got here
  - The basis for the model
  - This must cost a bunch of $$$’s
  - Is it Working????

- SpEd Database
  - What is SpEd Database
  - Why SpEd Database
  - What is the Database Used For

- Special Programs Resources
  - Multiple Resources for Staff
    - Sped Handbook
    - Strategies
    - Professional Development
    - Linkage Fair

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The purpose of our program is to provide equal access to Education for children by providing Specialized and individualized Services to success in the general curriculum.
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Can’t believe this is it, the last Board Update of the 2015-2016 school year. Either things are moving quicker, or I am just getting older (probably the latter). We would like to share with you the recap we shared in an end-of-the-year correspondence to special education district staff and specialist education teachers.

Good Morning,

I can believe the school year is over. On behalf of BJ and I, thank you, thank you, thank you for your continued efforts to enrich the lives of our children. The contributions you make each and every day are immeasurable.

Reflecting back on the year, those of you who were in the program during the 14-15 school year remember the words “queasy” and “inequilibrium.” I equated the feeling of being on a dock in the bay when the waves are rolling. The dock sways, and depending on the time, the tide goes up or down. In order to adapt, one needs to be nimble and have a strong constitution.

The 15-16 school year was one of quiescence and the feeling of up and down. This was the first year of the IMESD opt out. We had to re-establish our relationships with IMESD in terms of Early Childhood assessments, regional programs, assistive technology, Crisis Flight team, hearing screenings, and the like. We also had a new group of people join us as occupational and physical therapists, evaluation personnel, and speech personnel. It took time to get to know folks. With this was a wrinkle thrown with conducting speech services online.

We also did not have a guaranteed and viable curriculum established.

In addition, we had the usual staff turnover, and the district SpEd staff moved from the confines of Kik Center out in the county with 14-15 people, to the district office, housing about 40 people on the special programs side, and over 85 people in totality in the facility. Wow!

What next?

1. We will continue to focus on:
   a. Becoming Oregon’s Premier public school district
      i. Treating each other with respect and dignity
      ii. Being Service and not a place (there is no zip code for special education)
      iii. Engaging all stakeholders
      iv. Servicing children in the least restrictive environment
      v. Integrating programming with established curriculum
      vi. Honing and developing specialized programs e.g. social communications, life
          skills, behavior, next steps
      vii. Systemizing processes and procedures (SpEd Handbook)
      viii. Linking our children and families to resources e.g. wellness, mental health

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A couple of graphics to represent the big picture:

Our Beliefs

Service, Not A Place (Sentence)

Next Steps...climbing the ladder to Student Success

14-15 SY: Focus on Culture
15-16 SY: Continue on Culture, Assess Content
16-17 SY: Continue Culture, Establish Content, Focus on Engagement & Alignment
17-18 SY: Yet to come...[need to assess what has been accomplished/needs to be done]

Teachers, please pass this email along to your assistants and thank them for the GREAT work they do day-in and day-out for our children.

Enjoy the Summer ☀️
## Special Programs Administrative Roles & Responsibilities

### 16-17 School Year

<table>
<thead>
<tr>
<th>Jon Mishra, Ed. D., Executive Director-Special Programs</th>
<th>BJ Wilson, Director-Special Programs/Student Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Program Leadership and External Agency Coordination</td>
<td>Day to Day Operations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>504 &amp; IEP Compliance and Facilitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Programs e.g. Ortho, Autism, Deaf H/H, Blind, TBI</td>
<td>Academic programming &amp; Cross-Program Coordination with Gen., Ed, Title, ELL</td>
</tr>
<tr>
<td>Speech-Language Program</td>
<td>Evaluation/School Psychologists</td>
</tr>
<tr>
<td>Staffing &amp; Budgeting All Programs</td>
<td>Transportation</td>
</tr>
<tr>
<td>SEVIS (Student Exchange)</td>
<td>ODE Compliance Monitor (SPR&amp;I) &amp; Assessments</td>
</tr>
<tr>
<td>Wellness Center</td>
<td>Restraint &amp; Seclusion Compliance</td>
</tr>
<tr>
<td>Governance</td>
<td>Child Find (Birth to 5 Assessments)</td>
</tr>
<tr>
<td>Crisis/Flight Team</td>
<td>Primary Leave Approvals for Staff</td>
</tr>
<tr>
<td>Nursing</td>
<td>Extended School Year (ESY)</td>
</tr>
<tr>
<td>Interagency Agreements &amp; External Contracts e.g. Mental Health (Lifeways/GOBHI) IMESD, CARE, DHS, Good Shepard, Independent</td>
<td>Specialized Programs e.g. Life Skills, Social Communications, Behavior, Homebound, Next Steps</td>
</tr>
<tr>
<td>Negotiations Representative (If Needed)</td>
<td>Counselors</td>
</tr>
</tbody>
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### Evaluation Assignments

<table>
<thead>
<tr>
<th>Jon Mishra, Ed. D., Executive Director-Special Programs</th>
<th>BJ Wilson, Special Education Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>BJ Wilson, Director</td>
<td>Makayla Humphreys-SpEd Secretary</td>
</tr>
<tr>
<td>Nancy Coria, Bilingual SpEd Secretary</td>
<td>Amanda Beckley, Lead Behavior Specialist</td>
</tr>
<tr>
<td>Alondra Coria, Bilingual SpEd Secretary</td>
<td>Karina Escalante, Behavior Specialist</td>
</tr>
<tr>
<td>Leslie Macias, Bilingual SpEd Secretary</td>
<td>Cathy Duffy, Next Steps Teacher</td>
</tr>
<tr>
<td>Brenda Ocampo, Bilingual SpEd Secretary</td>
<td>Jeannette Givens, Next Steps Assistant</td>
</tr>
<tr>
<td>Sally Trujillo, Bilingual SpEd Secretary</td>
<td>Lori Royer, Next Steps Assistant</td>
</tr>
<tr>
<td>Tanya Kennedy, Facilitator</td>
<td>Eileen Moore, Next Steps Assistant</td>
</tr>
<tr>
<td>Pam Schaffeld, Facilitator</td>
<td>Diane Gosvener, Next Steps Assistant</td>
</tr>
<tr>
<td>Jackie Whitesell, Facilitator</td>
<td>Jon Nitz, School Psychologist</td>
</tr>
<tr>
<td>Christina Venhice, Facilitator</td>
<td>Amy Dyck, Evaluation Specialist (Letter of Intent)</td>
</tr>
<tr>
<td>Linda Shipley, Facilitator</td>
<td>Rachel Carter, Evaluation Specialist</td>
</tr>
<tr>
<td>Tracy Hepworth, SpEd Program Secretary</td>
<td>Robbie Storagee, Evaluation Specialist</td>
</tr>
<tr>
<td>Talia Avalos, SLPA</td>
<td>Tala Young, Evaluation Specialist</td>
</tr>
<tr>
<td>Jennifer Jensen, SLPA</td>
<td>Elizabeth Earp, SLPA</td>
</tr>
<tr>
<td>Lisa Bryan, SLPA</td>
<td>Roxana Jordheim, SLPA</td>
</tr>
<tr>
<td>Kira Tomlinson, Lead District Nurse</td>
<td>Amanda Melville, District Nurse</td>
</tr>
<tr>
<td>External Agency Evaluations as Needed</td>
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Striving to be the premier public school district in Oregon!
WHO

Striving to be the premier public school district in Oregon!
Students

Striving to be the premier public school district in Oregon!
Students

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Students

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Students

Striving to be the premier public school district in Oregon!
What is Special Programs In HSD?

- Services for identified special education students
  - Academic, Social, Behavioral
  - Psychology and Evaluation Services
  - Speech-Language Services
  - Occupational and Physical Therapy
- Early Interventions/Early Childhood Special Education Assessments (Birth-5)
- 504 Program for students who qualify
- Behavior Interventions
- School-Based Mental Health Services-REACH
- CARE-Community Access For Resource Effectiveness (Wrap-Around)
- Nursing-Screenings, Medical Protocols, Student Care
- Talented and Gifted
- District Wellness Center (Partnership with Medical Provider to Provide Care to students, staff, and staff dependents at Hermiston HS)
- Youth Intervention Officer
- Career and College Readiness
- School Counselors
- Autism
- Mobility and Access Equipment for Students
- Plan4Health Uco Partnership & District Wellness Plan
- Crisis/Flight Team
- Employment First Job Club (First in the State)
- Student Visitor and Exchange Program (SEVP/SEVIS)

Today’s Focus: Program coordination for special education students (Facilitation Model)

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14-15 SY: Focus on Culture
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Your Thoughts???

What Does This Graphic Mean?

General Education

ELL Title SpEd 504 TAG

Take 30 seconds to study the graphic above. What does it mean to you? Share with your elbow partner? Share-Out
Least Restrictive Environment (LRE)

To the maximum extent appropriate, students with disabilities, including children in public or private institutions or other care facilities, are educated with students who are non-disabled; and,

Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
How We Got Here

- Up until the 08/09 school year, each school had a special education secretary to assist the special education teachers with the IEP process, e.g. scheduling, invites. Each special education received the same prep as other teachers.

- From the 09/10 SY to 11/12 SY, special education teachers were responsible for teaching and the IEP process. Teachers had a regular prep and a case management prep. At the high school, which was on a 4 period day, each special education teacher received 180 minute (2/4 periods) prep daily.

- Commencing 12/13 SY, Special Programs implemented a facilitator model for grades K-8, non-specialized programs, whereby a central team facilitated the IEP process. Teachers grades 9-12, and specialized programs continued to be responsible for their own IEPs. They received and extra case management prep. The high school was on a 3 day a week 7 period day, and A/B block for 2 days.

- During SY 13/14 & 14/15 the model continued. During SY 14/15 HSD opted out of IDEA services e.g. OT, PT, Assistive Technology, and Child Find (Birth to 5 Assessments)

- SY 15/16 The facilitation model used in all grades K-12, all programs. During SY 15/16 HSD opted out of all IDEA (mentioned above) and Resolution services e.g. Evaluation, Speech, Crisis/Flight, Hearing Screenings
Why?

- Efficiency
- Continuity of Care
- Effectiveness
- Compliance
- Coordination
- Complex
- Flexibility

- Individualized
- Synergy
- Coherence
- Staffing
- Point of Contact
- Maximization
- Responsiveness

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Why the facilitator model?

- **Compliance**
  - District
  - State
  - Federal

- **Instruction**
  - Teachers can teach without the distraction of the meeting requirements

- **Communication**
  - With Parents
  - With Outside Agencies, Lifeways, CARE
  - With School Psychs, SLPs, PT, OT, Behavior Specialists
  - With other districts

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## Facilitation Model & Basis

### Facilitator’s Role

- To lead (facilitate) the IEP Meeting
- Compile, complete, share, finalize IEP documents
- Meeting Scheduling
- Intervention Planning/consultation with Staff
- Connecting with related services
- Communicate with families
- Collaborate with staff
- PLCs

### SpEd Teacher’s Role

- To Teach
- MTI Participation
- Input on Present Level and Goals
- Communicate with families
- Progress Reports
- Collaborate with related service providers when they are in buildings
- Collaborate with staff
- PLCs

They help a group of people understand their common objectives and assists them to plan how to achieve these objectives; in doing so, the facilitator remains “neutral” meaning he/she does not take a particular position in the discussion. **The focus is on the Child and his/her needs.**

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Pitfalls, Questions, Wondering, This Won’t Work!

- This model cost too much
- We will not have support
- The facilitation team does not know the students
- We will not be able to find qualified and competent staff
- This is different than anything we have ever done
- There will be push-back
- Our Union will not go for it
- What will teachers do if they are not writing IEPs?
- This is just another layer of administrivia
- Is this just the next best fad

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But wait, They don’t know the kids!!!!

- The IEP meeting is the plan
  - But teachers/specialists give input
  - Goals are SMART and Present Levels guide the Goals and Objective
  - Services are integrated (Speech, OT/PT, Behavioral)

- The real change happens in the classroom
  - And teachers now can focus on that without distractions
  - Students can remain in the classroom to receive services instead of getting sent somewhere

- Parents have access
  - To facilitators
    - When their schedule works, not waiting for school to get out
    - To answer questions
    - To hook parents up with people or agencies, basically doing leg-work teachers would have to do on lunch, prep and on their own time
  - All Day IEPs
    - Students/Staff can be present

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A Lot More $$ $$ $$ Than Traditional

- Classified: Prior to the 09/10 school year each school had a Special Education Secretary who handled the invitations, contacts, and the like. That meant, there were 8 SpEd Secretaries

- Licensed: There were more building-level special education teachers in the building prior to the facilitation model
  - During SY 09/10 to SY 11/12, each SpEd teacher received an extra prep period

- To Staff Now:
  - There would be a +3 for Bilingual Secretaries (we have 5 now, would need 8)
  - Each school would need an additional 1.0 FTE SpEd teacher (we have 5 now, need 3)
  - Classified Cost (includes benefits) ~ $150,000 total
  - Licensed Cost (includes benefits) ~ $225,000
  - Total added cost: $375,000

For reference, we have about 700 students served in special education.

The question: Can your district do this with current staffing?
What About Collective Bargaining?

4. Full time special education teachers (when assigned teaching and case management duties) will be allotted an extra preparation time allotment per day at the secondary level and 5 hours per week at the elementary level during the instructional day for case management. Less than full time special education teachers (when assigned teaching and case management duties) shall be allotted pro-rated time. Teachers assigned to case management duties solely are not subject to this section.
Is It Working?

Some Evidence of Success (14-15 ODE HSD SpEd Report Card)

<table>
<thead>
<tr>
<th>Timeline for Eligibility</th>
<th>District</th>
<th>State Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with parental consent to evaluate who were evaluated and eligibility determined within 60 school days</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**IEP = Individualized Education Program**
A written statement for a child with a disability that is developed, reviewed, and revised by an IEP Team.

<table>
<thead>
<tr>
<th>Parent Survey Results</th>
<th>District</th>
<th>State Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents who report schools facilitated parent involvement as means of improving services and results</td>
<td>79.5%</td>
<td>76.23%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-Secondary Outcomes</th>
<th>District</th>
<th>State Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in higher education or competitively employed</td>
<td>66.7%</td>
<td>55.0%</td>
</tr>
</tbody>
</table>

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How do we compare?

- Like size district average: 43%
- Regional district average: 31%
How else do facilitators help teachers?

They help serve the soup 😊
ACCESS DATA BASE

- **What is it**
  - ACCESS is the student database for IEP management. It is similar to IEP+, TINET
    - It is an Excel format
  - It is a program created in collaboration with our IT department
  - Used for IEP document management and state reporting
  - Access to ACCESS is granted based on user profile
- **Why is it used**
  - For years staff had said they do not like the system which was in place, it was hard to input and extract data, and if we had issues, we had to contact a 3rd party
  - Was not user friendly
- **What is it used for**
  - IEP Management
  - Sharing Documents
  - State Reporting
  - Ease of Access for School Staff

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The Handbook is a Guide. By no means is it a catch-all-end-all you shall do this document. Common Sense (as well as policies, rules, laws, regulation, procedures) will be the best guide for decision making.
Synergy

- Each department operates as a professional learning community with the goal to become Premier
- The departments collaborate with others to align their goals to meet our vision
- We have weekly department meetings and monthly all staff meetings to address the cerebral domain of our work e.g. what we are doing to support our children, staff, and community
- Our focus is on:
  - Customer Service
  - Service Integration
  - Transparency
  - Permeance
  - Systems, Processes, Procedures (Level 5)

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What Is Your District’s Current Reality

- What is working well?
- What is not working?
- How is what is not working being addressed?
- What is your “ideal” situation?
- Is your “ideal” situation doable?
- What are the barriers to get to where you need to go?
- What are the supports to get to where you need to go?
- What else?
Lessons Learned

- You need to vet the process
- It starts with the right people and continues with the right people
- Tunneled and Myopic vision will not work
- It needs to be doable in your organization
- Perseverance and the Eye on the Prize
  - There will be times you are ready to throw in the towel
- Ask for Help
- Don’t take it personal
  - People want change, but don’t want anything different
- This will not occur overnight

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Connecting Families to Resources

Hermiston SD
Special Education
Linkage Fair
April 26, 2016
Sunset Elementary School

Striving to be the premier public school district in Oregon!
Hermiston School District First Annual

SPECIAL EDUCATION LINKAGE FAIR

Tuesday
April 26, 2016
5-7:30pm
Sunset Elementary School

Come out and attend the first annual Special Education Linkage Fair!
Potato Bar Dinner Provided • Supervised Open Gym for Kids

➢ Connecting Hermiston School District families with special needs children, birth thru age 21, to agencies and resources within our community.
➢ Learn how to access services and supports to best meet the needs of your child.

For more information, contact the HSD Special Programs at (541) 667-6021.

Striving to be the premier public school district in Oregon!

Primera Feria Anual del Distrito Escolar de Hermiston

FERIA DE CONEXION DE EDUCACION ESPECIAL

Martes
26 de Abril del 2016
5-7:30pm
Escuela Primaria Sunset

¡Asista a la primera Feria Anual de Conexión de Educación Especial! Habrá barra de papas para la cena • Gimnasio disponible con supervisión para niños

➢ Conectando a familias del Distrito Escolar de Hermiston que tengan niños con discapacidades, desde recién nacidos hasta 21 años, con agencias y recursos en nuestra comunidad.
➢ Aprenda a como tener acceso a servicios y apoyo para cumplir con las necesidades de su niño/a lo mejor posible.

Para más información, comuníquese al Departamento de Programas Especiales del Distrito Escolar de Hermiston/HSR al (541) 667-6021.

¡Esforzándonos por ser el mejor distrito escolar público en Oregon!
Who was there?

<table>
<thead>
<tr>
<th>Resource:</th>
<th>Representative:</th>
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</thead>
<tbody>
<tr>
<td>1 ARC of Umatilla County Family Support Programs</td>
<td>Cindy Middleton, Elizabeth Neustel</td>
</tr>
<tr>
<td>2 CARE</td>
<td>Jenni &amp; Mayra</td>
</tr>
<tr>
<td>3 Lifeways</td>
<td>Jacqueline, Carol &amp; Regina</td>
</tr>
<tr>
<td>4 DHS</td>
<td>Laura Lopez &amp; Lolly Solis</td>
</tr>
<tr>
<td>5 DD Services</td>
<td>Deb Trudeau</td>
</tr>
<tr>
<td>6 Made to Thrive</td>
<td>Kriss Dammeyer</td>
</tr>
<tr>
<td>7 Special Olympics</td>
<td>Cindy Middleton</td>
</tr>
<tr>
<td>8 Special Needs Families Connect</td>
<td>Winnie Burnett</td>
</tr>
<tr>
<td>9 Head Start</td>
<td>Sharyn Smith</td>
</tr>
<tr>
<td>10 EI/ECSE</td>
<td>Tamie Prociw</td>
</tr>
<tr>
<td>11 Ready 2 Learn</td>
<td>Michelle Munro</td>
</tr>
<tr>
<td>12 Little Steps/Little Moves</td>
<td>Lena Seibel &amp; Amy Moon</td>
</tr>
<tr>
<td>13 Dream Team &amp; Activities</td>
<td>Cindy Middleton</td>
</tr>
<tr>
<td>14 Rascal Rodeo</td>
<td>Ann-Erica Whitemarsh</td>
</tr>
<tr>
<td>15 Wellness Center</td>
<td>Tiffany Fitzmorris</td>
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<td>16 Nu-Motion</td>
<td>Rocky Smith</td>
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<td>17 ConneXions</td>
<td>Katie Brenaman</td>
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<tr>
<td>18 Umatilla County Public Health</td>
<td>Sarah Williams</td>
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<td>19 Employment First</td>
<td>Lon Thornburg</td>
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<td>20 Brokerage</td>
<td>Kristi Avery</td>
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<tr>
<td>21 Horizon Project</td>
<td>Teresa Ramos &amp; Shannon Raymond</td>
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**What Next?**
- We will continue to apply the continuous improvement process mindset by gathering data in regards to compliance and customer service.
- Staffing is always an issue. We need to continue to recruit for all positions, and retain the people who are in those positions.
- Student outcome improvement is paramount in our minds. We will do what we can to insure our students are meeting rigorous standards. We have made a fundamental shift to least restrictive environment and integration of services.
- Authentic and on-going professional development opportunities for all staff.
- Continue to be better today than yesterday.

**If Our Program is of Interest to You**

**Ask:**
- What is working well?
- What is not working?
- How is what is not working going to be addressed?
- What is your “ideal” situation?
- Is your “ideal” situation doable?
- What are the barriers to get to where you need to go?
- What are the supports needed you have in place to get to where you need to go?

**Contact Us**
- Jon Mishra, Ed. D. Executive Director
  jonmishra@hermiston.k12.or.us
  541-667-6020
- BJ Wilson, Special Education Director
  bj.wilson@hermiston.k12.or.us
  541-667-6021

**Hermiston School District Special Programs**

"The will to do, and the soul to dare"
- Sir Walter Scott

"We are a Service. Not a Place"
What We Do

Our services include:

- Services for special education students
- Psychology and Evaluation Services (PK-21)
- Speech-Language Services
- Occupational & Physical Therapy
- 504 Programs
- TAG
- Behavior Interventions
- School-Based Mental Health
- Wrap-Around CARE
- Nursing
- District Wellness Center
- Youth Intervention Officer
- College and Career Readiness (Counselors)
- Autism Services
- Mobility and Access Equipment
- Plan4Health Umatilla County Partnership
- Crisis/Flight Team
- IEP Coordination and Facilitation

"We are a Service, Not a Place"
Contact Information

- BJ Wilson, Special Education Director
  - Phone: 541-667-6021
  - Email: bj.Wilson@hermiston.k12.or.us

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