



JUHSD Special Education Update 2024

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Presentation Topics



01

**Special
Education
Overview**

02

**Department
Overview**

03

**Compliance
Updates**

04

**Mission/Vision
and Goals**



01 Special Education Overview

What do we do?



special education means
specially designed instruction, at
no cost to the parents, to meet
the unique needs of a child with
a disability

US Department of Education

refers to services
not people

individualized
not one size fits all

Special Education terminology

IEP

Individualized
Education Plan

FAPE

Free Appropriate
Public Education

LRE

Least Restrictive
Environment

Inclusion

full access to
opportunities in the
general education
setting

Self-contained

separate classrooms
outside of the “regular”
setting

Extensive Support Needs

formerly
“moderate-severe”

historical context



prior to 1970s

- Exclusion of students
- Lack of identification
- Separation; no right to education in general education settings

Rehabilitation Act of 1973

- Establishes Section 504
- Mandates access to GE setting for students w/identified disabilities

IDEA

- Individuals with Disabilities Education Act
- Establishes FAPE requirements
- Mandates access to education in the LRE

Person-First language

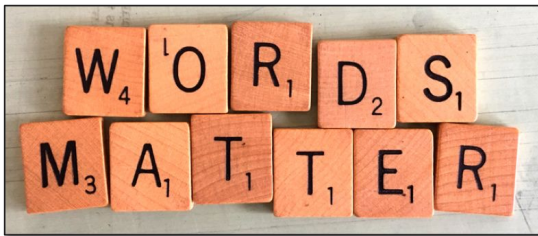
focus on the person first, not the disability

examples:

~~disabled person~~
person with a disability

~~she's a SPED student~~
she receives special education services

~~he's wheelchair-bound~~
he's a wheelchair user



asset-based approach

focus on student's **strengths**
mindset shift from “deficit-based” thinking

examples:

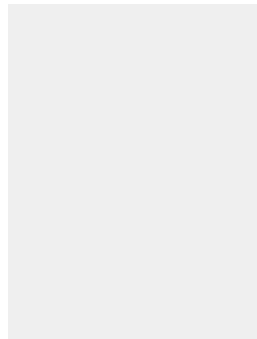
deficit mindset: “they can’t read”
asset-based: “they are an emerging reader”

deficit mindset: “they aren’t ready for gen ed”
asset-based: “they can be successful with these supports”

02

Department Overview

Our programs and people



District Programs



Mild-moderate support needs

Diploma-bound program
supporting students with
mild-moderate support
needs



Extensive support needs

Programs supporting
students to develop
functional academic and
daily living skills through
age 22



Therapeutic programs

Program supporting
diploma-bound
students with
embedded
therapeutic support

Program Locations

Mild-moderate support needs    Extensive Support Needs

Jefferson Oceana Terra Nova Westmoor Adult Education Thornton	Mild-moderate Program		Life Skills 
	Mild-moderate Program		Life Skills
	Mild-moderate Program	Therapeutic Day School	Life Skills and Visually Structured
	Mild-moderate Program	Mental Health Enhanced	
			Adult Transition (18-22)
	Mild-moderate Program		

Program Enrollment (current)

Mild-moderate support needs    Extensive Support Needs

Jefferson	100		N/A
Oceana	43		33
Terra Nova	81	8	23
Westmoor	75	11	
Adult Education			50
Thornton	14		

Program Enrollment (projected 2024-25)

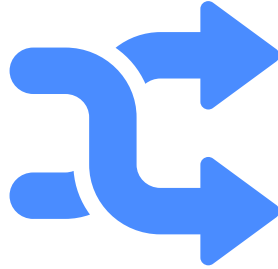
Mild-moderate support needs    Extensive Support Needs

Jefferson	96 		10 
Oceana	52 		42 
Terra Nova	105 	8	20
Westmoor	74	11	
Adult Transition			45 
Thornton	TBD		

Nonpublic School Placements

2023-24

23 students



2024-25

Approx 23-25

Expect numbers to be
fairly equivalent

Staffing Projections 2024-25



Director of Special
Education
(2)



Program Specialist
(1)



Lead Psychologist
(1)



School Psychologist/
Clinical Therapist
(5)



Education Specialist
Mild-Moderate
(21)



Education Specialist
Extensive Support Needs
(10)



Related Services Providers
& Specialists
(15)



Classified Staff
Paras/Job Coaches
()

Highlighting Our District Team



SPED leadership team

Lead Psychologist

Program Specialist

Directors of Special
Education



administrative support

Special Education
Administrative
Assistant

SEIS Coordinator

Highlighting A Huge Win



GeoVision paraprofessionals

~~agency contracts~~
district hires

experience in the
classroom

wealth of knowledge

linguistic and cultural
assets



China Spain

Jamaica Thailand

Jordan Turkey

Peru Zimbabwe

Countries so far



03

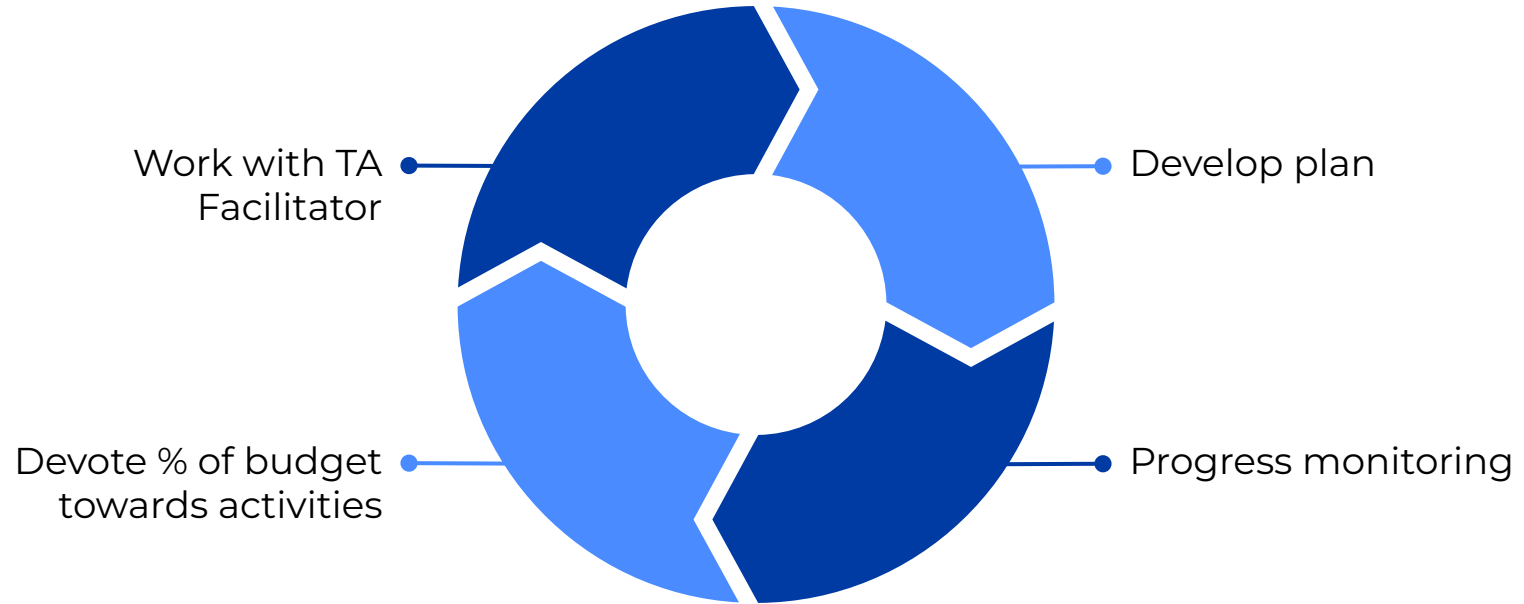
Compliance Updates

What are we working on with
CDE?

Compliance Monitoring

CCEIS 2024	Plan to address significant disproportionality
Sig Dis	Three years of disproportionality in a certain area
JUHSD Sig Dis	Overidentification of African American students under Specific Learning Disability (SLD)
Dispro	In year two of overidentification of Asian students spending less than 40% of their day in the Gen Ed setting

CCEIS 2024 Next Steps





04

Mission/Vision & Goals

What are we working to achieve?

New Mission and Vision statements

Development

Iterative process with SPED Leadership team and Special Education Curriculum Council over the course of fall semester 2023

Implementation

Post statements on new JUHSD Special Education page

Refer to statements when making key decisions (represent our values)

Mission/Vision & Goals



Mission

The Mission of the JUHSD Special Education Department is to provide all students with **equitable access** to the general curriculum through the creation of **student-centered** Individualized Education Plans (IEPs) that honor student's **diverse** learning needs. Through identification, direct services, consultation, and co-teaching, we promote the creation of **quality learning environments** that support all students to be successful.

Mission/Vision & Goals



As a District that believes that **inclusion** is paramount to equity, the JUHSD Special Education Department's Vision is to ensure all students have **access to all** aspects of the high school experience. Our goal is that all students are served within the general education setting to the maximum extent. We strive to ensure that JUHSD takes a **student-centered, asset-based** view of ability and supports the development of **self-determined** learners.

Mission/Vision & Goals



- Meet CDE targets for educational setting by reducing the time students spend outside of the regular setting
- Increase and support co-teaching across the district so that support is provided in the regular setting
- Ensure students have access to grade level standards
- Address disproportionality

Thank you!

Questions?