

Vision:

All learners feel safe,
accepted, challenged,
heard and graduate
prepared for success in
career, college or civic life.

Continuous Improvement Plan

Develop a common understanding through collaborative, consistent, transparent and timely communication.

All stakeholders believe that high quality, evidence based instruction regardless of ability or need is the norm of Hillsboro School District.

All students have equal opportunity access to individualized, high quality instruction in order to be college and/or career ready.

Student Services

Executive Director

Elaine Fox, Ed.D.

Directors

Wendy Ramos, M.Ed

Sarah Crane, Ed.D

Gregg O'Mara, M.Ed

**Hillsboro
School District**

Student Services

**For more information contact:
Hillsboro School District
Student Services
503-844-1500**



Resource Services

The resource room programs serve students grades K-12 who experience mild to moderate disabilities. The service delivery model can range from full inclusion, with instruction provided in a general education classroom; to instruction provided in a resource room. Skill based instruction is provided to meet individual academic (reading, writing and math) and functional needs. Transition skills are provided at the high school level.

Classrooms are supported with regular consultation from a variety of specialists. These include: Behavioral specialist, support specialist, autism specialist, speech-language pathologist and occupational and physical therapist that assist the teacher and instructional assistants provide quality services to the students they serve.



Specialized Services

Life Skills Center

The Life Skills Classroom (LSC) is the District's program for students with moderate to severe disabilities who have a demonstrated need for support in the areas of intellectual development, social development, self-management, communication, medical, behavior and/or motor skills. In addition to teaching skills that are embedded within the students' environment, direct instruction strategies address community living and functional academic skills, which brings meaning and enrichment to their lives. These classrooms are highly structured and include a higher adult to student ratio than the general education classroom. Placement in the LSC is an Individualized Education Plan (IEP) team decision.

Transition Services

Transition Services is the District's program to support young adults (ages 18-21) in their transition to life after high school. The key focus is to help young adults build independence and quality of life with an emphasis on linking students to appropriate community and adult services. These academic and community experiences are provided to students receiving special education services who have not graduated with a regular diploma.

Specialized Services

Social Communication Centers

The Social Communication Classroom (SCC) is the District's program for students with social communication disorders, such as Autism Spectrum Disorder, whom do not show indications of severe intellectual disabilities. These students may also experience severe educational impact in the following areas: Emotional regulation, severe reactions to sensory experiences, communication and social skills. The SCC provides a continuum of services within the program depending on the individual student's needs. Placement in the SCC is an Individualized Education Plan (IEP) team decision.

Social Learning Center

The Social Learning Center (SLC) is the District's program for students in need of intensive social-emotional and behavioral supports. The program philosophy is guided by research and best practices that have been developed to align with the U.S. Department of Education's national agenda for serving children with emotional and behavioral difficulties. The SLC provides specially designed social-emotional and behavioral support, as well as mainstreaming support. Placement in the SLC is an Individualized Education Plan (IEP) team decision.