



Student Support Services

2026-2031 Strategic Plan

A Roadmap to Student Success



Glossary

Adult Transition Services (ATS) - Adult transition services in Michigan provide specialized education and support for young adults with disabilities (ages 18–26) who have not yet received a high school diploma.

Early Childhood Special Education (ECSE) - Special instruction and related services provided to young children, ages 3-5.

Free and Appropriate Education (FAPE)- Special education and related services are provided at no cost to the families.

Individualized Education Program (IEP) - A legally binding document designed for students with disabilities who require specialized instruction.

Individualized Family Service Plans (IFSP) - A plan for infants and toddlers from birth to age three who qualify for early intervention services.

Individuals with Disabilities Education Act (IDEA) - The Individuals with Disabilities Education Act (IDEA) is a federal law in the United States that mandates public schools provide a free appropriate public education (FAPE) to eligible children with disabilities.

Least Restrictive Environment (LRE) - A federal mandate under the Individuals with Disabilities Education Act (IDEA) requiring that students with disabilities be educated with non-disabled peers to the maximum extent appropriate.

Michigan Administrative Rules for Special Education (MARSE) - Defines the mandatory requirements in Michigan for identifying, evaluating, and providing services to students with disabilities, ensuring a Free and Appropriate Public Education.

Multidisciplinary Evaluation Team (MET) - A team of professionals who are responsible for evaluating a student suspected of having a disability.

Multimodal Communication - An instructional approach that uses multiple sensory and communication channels—such as speech, writing, gestures, visuals, and digital media—to convey ideas.

Present Level of Academic Achievement and Functional Performance (PLAAFP) - A critical, legally mandated section of an Individualized Education Program (IEP). It serves as the foundation for the entire IEP by describing a student's current abilities, strengths, and needs, providing a snapshot of their performance at that specific time.

Specifically Designed Instruction (SDI) - Personalized teaching required by the Individualized with Disabilities Education Act (IDEA).

Transition Coordinator - A specialized educator who facilitates the move from school to adult life for students with disabilities, typically ages 14–26.

Unified - An inclusive program that combines athletes with and without intellectual disabilities on the same team for training and competition.



Vision

The Huron Valley Schools Student Support Services Strategic Plan outlines a clear vision for strengthening supports, services, and outcomes for students with disabilities.

The plan focuses on six priority areas:



1

Inclusion and Least Restrictive Environment (LRE)-

Ensuring students learn with their peers while receiving the supports needed to succeed through inclusive, meaningful learning opportunities.



2

Specially Designed Instruction -

Providing individualized, IEP-aligned instruction to meet student needs and improve outcomes.



3

Streamlining Systems and Processes -

Creating efficient, consistent systems and processes that reduce administrative burden and improve service delivery.



4

Refining Our Continuum of Services -

Enhancing programs and supports to meet diverse student needs and provide pathways for success.



5

Strengthening Staffing and Retention -

Supporting and retaining a skilled workforce through clear roles, collaboration, and professional growth.



6

Building Stronger Family and Community Partnerships -

Fostering collaboration with families and community partners to support student success.

Together, these six priorities are designed to increase clarity, consistency, compliance, collaboration, and equitable access across all levels of Student Support Services. Through intentional professional learning, improved structures and resources, stronger communication, and data-informed implementation, Huron Valley Schools aims to ensure that students receive high-quality support in environments that promote belonging, access and growth.



Introduction

The adoption of this Strategic Plan, guided by the vision of ***"Inspiring and Building Futures One Student at a Time,"*** followed a deliberate, multi-stakeholder methodology. Beginning in the 2024-2025 school year, the district engaged EmpowerEd Solutions, a third-party contractor with expertise in Special Education laws and practices. They conducted several interviews with key stakeholders and developed a comprehensive survey that was completed by hundreds of individuals throughout the district.

Themes from this analysis resulted in the restructuring of our Student Support Services Department. Additional data collection followed through building-based meetings facilitated by Todd Kalmbach, Executive Director, and Dr. Sara Fraza, Associate Director of Student Support Services.

Furthermore, Oakland Schools was engaged to provide an operational analysis of HVS programming. Following the completion of the data collection process, the district convened a diverse group of sixty (60) stakeholders—including general education staff, special education staff, building administrators, central office administrators, and Board of Education members—to listen, learn, and collaborate in the development of the Strategic Plan around the identified priority areas. This group met six times over the course of eight months to develop objective statements and action steps that will guide the district over the next five years. This collaborative process reflects our commitment to partnership among our schools, families, and community. We are excited about the future and grateful to all those who dedicated their time and expertise to serve on this committee.

Strategic Planning Committee

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Goal Statement 1: Inclusion and Least Restrictive Environment (LRE)

The Huron Valley Schools Student Support Services will expand inclusive opportunities for students with disabilities by strengthening general and special education collaboration, supporting Specially Designed Instruction and classroom-based services, and ensuring all placement decisions prioritize the individual student's Least Restrictive Environment.

Objective 1.1

The Huron Valley Schools Student Support Services will strengthen inclusive practices by establishing collaborative systems for general and special education staff through ongoing and thoughtful professional learning, dedicated collaborative planning time, clearly defined roles and responsibilities, and balanced co-taught, liaison, and flexible classroom schedules.

Implementation

Designated collaboration time will be reflected in district calendars, and staff roles and responsibilities will be clearly documented, communicated, and supported through ongoing professional learning.

Research-based practices, student-specific data, and the IEP team process will guide LRE decisions.

Success will be reflected through consistent collaboration, appropriate placement recommendations, increased access to inclusive opportunities, and ongoing review of student progress and needs.

Objective 1.2

The Huron Valley Schools Student Support Services will expand inclusive programming through the implementation of a participation model that promotes reciprocal, authentic, and meaningful engagement among all students.

Implementation

Develop and implement a districtwide participation model by providing professional learning for staff, student leadership training, and guidance documents that establish consistent expectations for authentic inclusion.

Expand opportunities for peer-to-peer programming, Unified activities, inclusive extracurricular participation, and classroom-based inclusive experiences while supporting schools in embedding participation model practices throughout the school day.

Objective 1.3

The Huron Valley Schools Student Support Services will strengthen staff understanding of Least Restrictive Environment (LRE) and inclusion by providing professional learning on legal requirements, research-based best practices and the HVS vision for inclusive programming.

Implementation

Develop and deliver a professional learning plan focused on LRE requirements, inclusive instructional practices, collaborative service delivery, and district expectations for inclusion.

Student Support Services staff will be surveyed post implementation and data will be compared to initial 2025 survey results.



Goal Statement 2: Specially Designed Instruction (SDI)

The Huron Valley Schools Student Support Services will define, implement, and monitor high-quality Specially Designed Instruction practices across all educational settings. This work will ensure student needs are clearly identified, IEP goals are meaningful and directly aligned to those needs, and instruction is clearly described in IEPs, consistently delivered in classrooms, aligned with the appropriate educational standards, and responsive to individual student growth.

Objective 2.1

The Huron Valley Schools Student Support Services will strengthen staff capacity to implement Specially Designed Instruction (SDI) by providing targeted professional development for general and special education staff.

Implementation

Targeted professional development for general and special education staff focused on writing and delivering effective SDI, aligning instruction to IEP goals, selecting appropriate accommodations and supports, and monitoring student progress.

Success will be measured through professional development completion rates and the implementation of SDI strategies within classrooms. Progress will be monitored by special education and school administrators through classroom observations, service logs, and IEP reviews.

Objective 2.2

The Huron Valley Schools Student Support Services will strengthen the implementation of Specially Designed Instruction (SDI) by providing staff with research-based tools, resources, and professional learning to support students with IEPs in making progress toward their individualized goals.

Implementation

Educators will receive training, resources, and ongoing support to implement research-based SDI practices with fidelity and align instruction to students' individual IEP goals.

Progress will be measured through staff participation in professional learning, classroom implementation of SDI strategies, review of IEP goals, progress monitoring data, and evidence of student growth toward individualized goals and objectives.

Objective 2.3

The Huron Valley Schools Student Support Services will implement effective and efficient progress monitoring tools to support consistent data collection and tracking of student growth on IEP goals.

Implementation

Progress monitoring data for each student's IEP goals will be regularly collected, clearly documented, and reported in a readable format to demonstrate student growth resulting from SDI and progress toward identified goals and objectives.

Success will be measured by each IEP goal having a corresponding digital or physical progress monitoring tool, with regular data updates reviewed monthly by caseload teachers.



Goal Statement 3: Systems, Forms and Processes

The Huron Valley Schools Student Support Services will improve clarity, compliance, and efficiency across all Student Support Services systems by streamlining forms, standardizing procedures, and leveraging digital tools that enhance accessibility for staff and families while maximizing time for direct student support.

Objective 3.1

The Huron Valley Schools Student Support Services will establish clarity and consistency across special education systems, programs, procedures, and staff roles.

Implementation

Develop, maintain, and annually update a comprehensive Special Education Staff Handbook that outlines district procedures, program descriptions, staff roles and responsibilities, and operational expectations.

Create a series of supporting training videos to reinforce key processes, provide onboarding for new staff, and serve as an ongoing professional learning resource.

Introduce the handbook and videos through district professional learning and regularly gather staff feedback to inform revisions and continuous improvement.

Objective 3.2

The Huron Valley Schools Student Support Services will establish clarity and consistency for all special education forms and documentation processes for IEPs, progress monitoring, accommodations, and related special education procedures across Early Childhood Special Education (ECSE), elementary, secondary, and Adult Transition Services (ATS).

Implementation

Develop standardized forms and guidance documents that support consistent documentation across all special education programs.

Provide professional learning and ongoing support to staff on the use of district forms and establish a process for periodic review to ensure forms remain current, effective, and aligned with state and federal requirements.

Objective 3.3

The Huron Valley Schools Student Support Services will strengthen staff capacity to implement compliant and high-quality Multidisciplinary Evaluation Team (MET) reports and Individualized Education Programs (IEPs) that address each student's needs.

Implementation

Develop resource materials to distribute and implement quality assurance processes that support consistency across the district.

Provide ongoing professional learning, coaching, and technical assistance focused on procedural compliance, high-quality evaluation and IEP development, and best practices for addressing students' academic, functional, behavioral, communication, and transition needs.





Goal Statement 4: Continuum of Services and Program Design

The Huron Valley Schools Student Support Services will evaluate and refine the continuum of special education services, by collaborating with county resources, ensuring equitable access, appropriate program design, and consistent supports that meet the diverse needs of students across all levels.

Objective 4.1

The Huron Valley Schools Student Support Services will develop, implement, and monitor a district procedural handbook that establishes consistent practices for the development of Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs), including procedures for placement decisions, level change IEPs, and documentation requirements.

Implementation

Develop and distribute a district procedural handbook outlining expectations for IEP and IFSP development.

Conduct periodic quality assurance reviews of IEPs and IFSPs to monitor implementation, identify trends, and provide feedback to staff.

Objective 4.2

The Huron Valley Schools Student Support Services will strengthen student transitions by implementing a comprehensive framework that promotes coordinated planning and continuity of services.

Implementation

Establish standardized transition procedures for continuity of support as students move across programs, buildings, and transitions from ECSE to elementary, elementary to secondary and secondary to postsecondary settings.

Develop collaborative planning structures between sending and receiving teams, consistent level change and transition IEP practices, ensure clear documentation of student needs and supports, and promote meaningful family involvement throughout the transition process.

Objective 4.3

The Huron Valley Schools Student Support Services will maintain a high-quality continuum of special education services that provides equitable access, promotes the least restrictive environment, and ensures consistent programming across the district.

Implementation

Conduct annual reviews of district special education programs and service delivery models.

Analyze student enrollment, placement, service delivery, and student outcome data to identify program strengths and areas for improvement.

Collaborate with Oakland Schools and district stakeholders to review programming and identify emerging needs.

Update program descriptions, service expectations, and guidance documents to improve consistency across buildings.





Goal Statement 5: Staffing, Roles and Retention

The Huron Valley Schools Student Support Services will establish clear roles, responsibilities and expectations across Student Support Services while attracting, developing and retaining high-quality staff through strong recruitment, mentoring and a collaborative culture that values professional growth.

Objective 5.1

The Huron Valley Schools Student Support Services will cultivate a positive workplace culture that prioritizes employee well-being, professional growth, and staff retention to attract and retain highly qualified professionals.

Implementation

Develop and implement initiatives that support employee well-being, professional learning, mentorship, recognition, and career development.

Regularly review staff feedback and workforce data to identify strengths, address areas for improvement, and inform strategies that promote recruitment, retention, and a positive workplace culture.

Objective 5.2

The Huron Valley Schools Student Support Services will strengthen the clarity of staff roles, compliance expectations, and collaboration between all educators.

Implementation

Develop and communicate clear role descriptions, procedural guidance, and collaboration expectations for special education and general education staff.

Provide professional learning, collaborative planning opportunities, and ongoing communication to reinforce roles, responsibilities, compliance expectations, and effective interdisciplinary practices.

Staff feedback through survey results to identify areas for improvement and implement targeted action plans to address identified needs.

Objective 5.3

The Huron Valley Schools Student Support Services will align staffing and resource decisions with student needs, legal requirements, and responsible fiscal stewardship while prioritizing the recruitment and retention of highly qualified HVS-employed staff rather than third party contracted services.

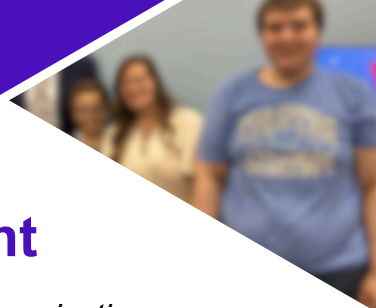
Implementation

Utilize student needs, MARSE requirements, the Oakland Schools ISD Plan, caseload and workload data, staffing patterns, and fiscal analyses to inform staffing and resource allocation decisions.

Collaborate with district leadership and Human Resources to implement recruitment and retention strategies that strengthen the district-employed workforce and reduce reliance on contracted service providers whenever feasible and without compromising the quality of services provided to students.



Goal Statement 6: Family and Community Engagement



The Huron Valley Schools Student Support Services will strengthen communication, collaboration, and partnerships with families and community agencies to increase understanding of special education processes, promote shared learning and enhance support for students through meaningful engagement opportunities.

Objective 6.1

The Huron Valley Schools Student Support Services will strengthen family and community partnerships by increasing engagement, communication, and access to special education information, resources, and support.

Implementation

Designate a department coordinator to organize, promote, and evaluate engagement opportunities while collaborating with families, staff, and community partners to ensure programming reflects identified needs. Participation will be tracked and reported through attendance data.

Objective 6.2

The Huron Valley Schools Student Support Services will promote transparency and effective communication by ensuring families, staff, and community partners have timely access to accurate information, resources, and support.

Implementation

A portal, hub, or website will be established that provides current information, resources, forms, frequently asked questions, and department contacts.

Assign a staff member to oversee content, ensure quarterly updates, and monitor the accessibility and accuracy of information.

Objective 6.3

The Huron Valley Schools Student Support Services will strengthen partnerships with community agencies to expand awareness of and access to resources, transition services, and opportunities that support students and families.

Implementation

Establish a coordinated communication process that uses multiple platforms to share information about community partnerships, transition services, and engagement opportunities with students, families, staff, and community members. The Transition Coordinator will manage implementation and ensure consistent dissemination of information.



The Path Forward

The Student Support Services team will prioritize objectives, assign ownership, establish timelines, and identify the resources needed for implementation of each goal.

Student Support Services will also determine progress-monitoring measures for each goal, communicate the plan with stakeholders, and begin phased implementation of high-impact action steps. Ongoing review of data, feedback, and evidence of implementation will guide continuous improvement and ensure the plan remains responsive to student, staff, family and community needs.

While this Strategic Plan reflects the committee's collective vision and priorities at this point in time, implementation may evolve based on emerging best practices, ongoing data analysis, Michigan Department of Education guidance, and federal requirements. Adjustments may be made as needed to ensure continued alignment with student needs and regulatory expectations.

Huron Valley Schools reserves the right to make modifications during implementation over the next five years while maintaining the spirit and intent of the Strategic Plan.





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