# **OFF PAGE ONE**

### **GARRETT:** 80 percent of people will be personally connected to someone who takes their own life

#### **Continued from 1A**

to go," she said. "This is really a place of hope." The Smiths approached the microphone to-

gether and looked out at the overflow crowd. The senator described the library's new home as fit-

ting. "So many young men and women who just like Garrett have a debilitating physical illness of the brain walk these halls," he said.

He praised the community for helping them bear the burden of losing their son and for keeping his memory alive.

"Garrett's life was brief, but beautiful," he said, "and it continues to have meaning for others."

Sharon Smith's voice held emotion as she talked about the road so many walk down. Statistically, she said, 80 percent of us will be personally connected to someone who takes their own life. Twenty percent of us will lose a family member. She acknowledged the stigma related to mental health problems and said she hoped talking about suicide would embolden those with clinical depression to reach out and get assistance.

"There's help out there. There's no reason to be hopeless," she said. "Tomorrow can be a better day.

BMCC Board Member Kim B. Puzey described clinical depression by quoting a psychologist, two writers and a president.

"Clinical depression is truly a brain storm. Kay Redfield Jamison called it the unquiet mind. William Styron called it darkness visible. In the days of Lincoln, it was simply called melancholy. Winston Churchill called it the black dog. Nell Casey called it the unholy ghost," Puzey said. "It is truly an affliction that comes upon many of us in the human family."

Garrett, said Sharon Smith, would have approved of the gathering.

"How happy he would be," she said. "He was one who reached out to others and always had a lot of love in his heart."

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## SCHOOL: 631 students have an individualized education program

#### **Continued from 1A**

away from the ESD won't totally upend Hermiston's current practices. The district has already been taking over special education services for the past few years, including a switch to hiring its own physical therapists and occupational therapists.

Now the district will recruit a new batch of staff, including speech pathologists and school psychologists.

Cindy Middleton, whose son Rian gets therapy for both learning and physical disabilities in the life skills program at Sandstone Middle School, said she's not sure how noticeable the change will be for parents.

'When you're working with a team of 10 people and sit down at a table you may not know who is an ESD employee and who works for Hermiston School District," she said of her experiences advocating for her son.

Middleton said her biggest worry about Hermiston hiring more of its own special education employees is that those positions can be difficult to keep filled, and dealing with substitutes and series of interim employees is especially hard for students like her son.

"Consistency is a big, big thing for them, and routine, and it's really a challenge if they have somebody different every time," she said.

So far, though, Middleton said Rian has had a "marvel-ous experience" in Hermiston School District. She said she has seen lots of positive developments in the district's special education practices over the years. She particularly likes a new iPad app Rian and his classmates



Staff photo by E.J. Harris Rian Middleton show Mikayla Herrera how to use an educational program on an iPad Thursday at Sandstone Middle School in Hermiston.

have been using, which adjusts to each student's comprehension level while still covering topics that their peers in a mainstream classroom are covering.

"They're talking about things that are very appropriate to their age level but adjusted to their skill level," she said. People tend to have a nar-

row view of what "special education" means, but Mishra said it can look like anything from Down Syndrome students learning basic life skills at the Kik Center to a student in a mainstream classroom who sees a speech therapist for a stutter.

The disability just has to have an impact on educational performance," he said.

This year 631 students have an individualized education program (IEP) for a total of 12 percent of students in the district. The state funds special educa-

tion up to 11 percent. "Probably 98 percent of those kids are eligible to graduate with a Hermiston High School diploma," Mishra said.

Last year 53 percent of HSD students with disabilities earned a diploma within five years of entering high school, just short of the statewide rate of 56 percent.

Mishra said while some students are better served outside of a mainstream classroom, the district's goal is also to have as many students with IEPs as possible spend a majority of their day in one. According to the last state report card 71 percent of Hermiston special education students were spending at least 80 percent of their day in a regular classroom, fulfilling the statewide goal of 70 percent.

Mishra said he's seen special education numbers stay pretty steady over the years, with the exception of a trend, mirrored elsewhere, of an increase in children with an autism diagnosis

Mishra said students with an IEP sit in on an annual review of that plan with their parents, teachers, specialists and administrators. The team talks about specific ways to help the student be more successful in the classroom and prepare for the transition to life after school.

"We want the IEP to be a liv-ing document," he said. Mishra said district staff

are always collecting "tips and tools" to use more broadly. For example, since students with diagnoses like ADHD often have trouble sitting still, the district has introduced exercise balls in place of chairs for some students and its physical therapists are training teachers on implementing more movement into their classrooms.

"If teachers just say, 'For 30 seconds stand up and stretch and then sit down,' that could take care of issues that would come up 10 minutes down the road that could take 20 minutes to deal with," Mishra said.

Despite leaving the Inter-Mountain ESD, the district will still use the ESD's wraparound program that handles referrals and screening of pre-kindergarten children. Mishra said that's one of the biggest changes he has seen in special education disabilities are being caught early, sometimes in infancy, instead of the olden days when a disability often didn't get addressed until as late as third grade.

"If we can get those things early, and are able to work through that, it makes a huge difference for the kids," he said.

Mishra said helping create the right conditions for a student with special needs to flourish is a rewarding job.

"I've seen magic happen," he said

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Happy 1st





