

## 2021-22 Special Education Strategic Planning Goals

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### Regional Inclusive Services (RIS)/Itinerant K-12 Programs

#### *Background:*

Regional Inclusive Services/Itinerant SPED programs consist of OT/PT, Vision, D/HH, Autism, Speech, School Nurses, School Psychologists, and the Transition Network Facilitator contract. RIS serves children from birth through 21 years of age while the Itinerant programs are KG through age 21. Services include the range from direct through consultation. Itinerant SPED programs are largely funded through LSP or direct contracts.

In 2020-21, the WESD Itinerant leadership was instrumental in providing several trainings in the WESD area on Mandt (restraint and seclusion), Picture Exchange Communication Systems (PECS), and on Section 504.

The RIS and itinerant leadership have developed goals focused on increasing training to our partnering districts given more ESSER funds if they can be preserved after cuts were announced to our RIS grant.

Mentoring has also become a focus in WESD and this group of leaders and staff will partner and collaborate to begin to build a more refined and robust mentoring program for RIS and itinerant staff.

The goals below will be developed and implemented by Margo Williams and Tina Gearhart's replacement jointly. Many staff cross walk between K-12 services and RIS, hence the collaborative nature of the strategic goals.

## Regional Inclusive Services (RIS)/Itinerant K-12 Program Strategic Goals:

### 1. Professional Development for WESD and Component District Staff

- a. Each program within regional/itinerant programs will participate in professional development relevant to their discipline.
- b. Each Program will develop PD for component districts to train on evidence based practices, State and National Standards and IEP Compliance.

### 2. Mentorship Plan Implementation

- a. Each program will document how mentor/mentee relationships are determined and monitor progress over time, covering core program duties and responsibilities..

### 3. Student Data Information Data Collection

- a. Each program will maintain caseload data to support census in our 21 districts
- b. Regional Programs will collect student specific data to demonstrate adequate service delivery
- c. Regional Programs staff will record data and keep services logs updated to accurately reflect services provided by regional programs.



## Regional Programs Strategic Objectives for 2021-2022:

1. Provide adequate training for WESD staff on evidence based strategies so that each team has a train the trainer approach with district staff. A list of professional development will be collected from staff as well as a list generated by the coordinators of WESD sponsored programs.
2. Bring in national presenters to provide intensive training on each of the evidence based strategies selected. A list of the PD, attendees, goals/objectives of the training and an evaluation summary will be compiled.
3. Develop and implement a Mentorship program for each team, with a scope and sequence and gradual release model, over a 1-2 year period. A list of the mentors and mentees will be provided along with the meeting dates as well as the scope and sequence.

4. Meet regularly with staff to support data collection strategies and update caseload data. Census summary will be generated for school age and EI/ECSE Dec. 1 count. Adequate service delivery data and summary will be developed and implemented with a summary compiled by June 30, 2022. Service log compliancy will be monitored on a monthly basis.
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### **OASIS/Behavior Intervention Program:**

#### *Background:*

The Oasis/Behavior Intervention Program is an alternative educational program located in the WESD Yamhill facility. This program is designed to provide a structured academic setting for special education students demonstrating challenging behavior that interferes with academic progress and may be disruptive to the learning environment. The Oasis/Behavior Intervention Program focuses on both behavioral and academic progress for enrolled students.

OASIS has made progress on curriculum adoption, staffing and technology uses in instruction. The formation of the advisory team consisting of partnering school district directors and community stakeholders has helped to adopt and but the materials needed to bring the instructional standards or Oregon to the children and young adults that attend OASIS.

Additional technology was also part of the progress that OASIS made this year. Laptop computers and wireless connectivity in Yamhill and in homes has allowed students to progress in academic areas needed.

Finally, OASIS has started training on SEL areas through the mental health worker that was added to the staff this year. Partnering districts have expressed the need for more SEL instruction and greater efforts in the area of transitioning students back to their resident district verses staying at OASIS their entire school career.

## OASIS Strategic Goals:

### **1. Research and purchase researched based instructional materials.**

- a. Work with Oasis Advisory Committee to determine appropriate curriculum options for Oasis students, including intervention options in reading and math.
- b. Provide a robust Social Emotional Learning (SEL) component for all students, including curriculum and scheduling SEL time each day in every classroom.
- c. Provide professional development and training for staff in order to utilize the new curriculum with fidelity,

### **2. Acquire and deploy wireless equipment and laptop computers for all types of instructional models (in-person, hybrid and CDL).**

- a. Purchase and utilize technology equipment with students in all classrooms.
- b. Teach students how to use technology and find the curriculum we are using, in order to be able to log-in from home if necessary.

### **3. Study and train on procedures for enrollment and compliance on required documents such as an IEP, BIP, and FBA.**

- a. Train staff on how to write effective IEPs, including all required components.
- b. Update intake meeting procedures to allow for time to discuss current FBAs and BIPs (if the student has these).
- c. Train staff on how to write effective FBAs and BSPs in order to support students and their behavior goals.

### **4. Establish and begin a facility study and begin a phased in remodel plan.**

- a. Attend all meetings with the group to discuss needs and options for a Yamhill Center remodel.
- b. Provide feedback on what is currently working and what can be improved in order to provide the best services for our students.

## **OASIS Strategic Objectives for 2021-2022:**

1. Train staff and implement new researched based curriculum and assessments.
  2. Achieve 100 percent wireless connectivity throughout the student areas and 100 percent access to curriculum materials at all grade levels.
  3. Develop and deploy a metric to measure all students progress over time in reading, writing and behavior.
  4. Create procedures for enrollment and compliance on required documents such as an IEP, BIP, and FBA.
  5. Utilize the OASIS Advisory Group to evaluate and look at remodel and/or facility acquisition.
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## **Oregon State Hospital (OSH)/Quest Adult School:**

The Quest Adult School is housed in the Oregon State Hospital. Quest provides education for 18-21 year old residents in the Oregon State Hospital. Quest is committed to providing students a flexible, motivational environment which fosters an engaging and relevant education through the collaboration of hospital services and education for the hospitalized child. The Quest Educational Program:

- Identifies the student's cognitive and physical functioning during her/his rehabilitation
- Works with the student's regular school to make the transition from the hospital as smooth as possible for the student and her/his parents
- Provides each participating student with a unique, personalized education plan and program
- Oregon State Hospital Salem Campus (18-21 years old only)

Great effort was made to increase the connectivity of wireless technology for students to use this year as well as the adoption of researched based instructional

materials. Staff of WESD and the OSH have also started to meet on a bi-weekly basis to discuss items like student safety, technology needs and classroom space.

### **OSH/Quest Adult School Strategic Goals:**

#### **1. Research and purchase researched based instructional materials.**

- a. Work with the Oasis Program to determine appropriate curriculum options for 12th grade students, including intervention options in reading and math.
- b. Provide a robust Social Emotional Learning (SEL) component for all students, including curriculum and scheduling SEL time each day for all students.
- c. Provide professional development and training for staff in order to utilize the new curriculum with fidelity,

#### **2. Acquire and deploy wireless equipment and laptop computers for all types of instructional models (in-person, hybrid and CDL).**

- a. Purchase and utilize technology equipment with students in all classrooms.
- b. Work with WESD and OSH IT departments to ensure WIFI is working throughout the hospital; ensure all technology has a student account so they are usable by students
- c. Teach students how to use technology and find the curriculum we are using, in order to be able to log-in from their residential unit if necessary.

#### **3. Improve onsite recruitment and enrollment of students and provide high quality services for students on a Personal Learning Plan or an IEP.**

- a. Meet with every 18-21 year old patient that is admitted into OSH.
- b. Provide them with a photo of our classroom on a one sheet handout, explaining our classroom and opportunities they have while attending Quest.
- c. Write Personal Learning Plans for every student attending Quest within the first 10 days of school entry.

## **OSH/Quest Adult School Strategic Objectives for 2021-2022:**

1. Train staff and implement new researched based curriculum and assessments.
  2. Achieve 100 percent wireless connectivity throughout the student areas and 100 percent access to curriculum materials at all grade levels.
  3. Develop and deploy a metric to measure all students' progress over time in reading, writing and behavior.
  4. Create procedures for enrollment and compliance on required documents such as an IEP, BIP, and FBA.
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### **Youth Transition Program (YTP):**

The Youth Transition Program (YTP) is designed to assist high school students with diagnosed disabilities prepare for competitive employment when they leave high school.

YTP collaborates with the Office of Vocational Rehabilitation Services (OVRs), community business partners, local agencies and schools in transitioning youth from school to work. The YTP works with Special Education Directors, High School and Alternative High School staff and School Specialists to serve youth in our WESD districts.

YTP Specialists enroll students, who meet eligibility requirements, for this program and help them develop job skills as they help prepare students for the workplace of today.

## YTP Strategic Goals:

- 1. Improving post-school transition outcomes for youth with disabilities.**
- 2. Increasing capacity in schools and other agencies serving students with disabilities in transition from school to work.**
- 3. Providing career development services including goal setting, career exploration, job search skills and self-advocacy for youth with disabilities.**

## YTP Strategic Objectives for 2021-2022:

1. Establish an online transition site and Google Classroom designed to be a location for students to access information and work on goals independently or with a YTP staff member.
  - a. Continue to transfer information into our Google Classroom to enable students to log in remotely to access information
  - b. Work with students, teaching them how to navigate through the Google Classroom and the information available to them.
2. Achieve 100% capacity, filling all YTP slots for WESD districts.
  - a. Build relationships with special education teachers and guidance counselors in districts.
    - i. Work with the school staff, explaining the YTP program and what makes a good student referral.
  - b. Hand out the tri-fold YTP informational pamphlets to all potential YTP students to increase understanding of the program.
  - c. Work with students to provide pre-ETS. This is a way to determine if they are a good candidate for YTP.
3. Create and utilize a comprehensive online portfolio with resources to complete career interest inventories, resume templates, networking scripts, Pre Employment Training Services (PreETS) Resources, and college/trade school application help.
  - a. YTP specialists will upload these items to our Google Drive and/or Google Classroom
  - b. Students will then access these resources online with the support of a YTP specialist



4. Collaborate with our Transition Network Facilitator and districts to support Seamless Transition implementation in our districts who are beginning the Seamless Transition process.
    - a. Invite Eivind to the monthly YTP meetings to discuss Seamless Transition
      - i. Eivind will provide training around Seamless Transition so the YTP specialists understand the process
    - b. Support districts who are working on implementation of Seamless Transition; working with Eivind for additional support when necessary
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### **Early Intervention/Early Childhood Special Education Program:**

The Early Intervention/Early Childhood Special Education (EI/ECSE) program provides services for children until they transition to Kindergarten at age 5. These services are provided throughout Marion, Polk, and Yamhill counties.

Audiologists, Behavior Specialists, EI/ECSE Specialists, Family Support Advocates, Occupational Therapists, Physical Therapists, School Nurses, School Psychologists, and Speech Language Pathologists provide evaluation, consultation, and direct services to children and families.

Efforts this year focused on the following areas and progress is being met.

### **EI/ECSE Strategic Goals:**

Aligned with the Early Learning System:

#### **1. Children arrive ready for Kindergarten**

- a. Children demonstrate mastery according to the child outcomes data as part of the EI/ECSE report card
- b. High parent and district satisfaction with the transition to Kindergarten process

- c. Increases in the number of children participating in high quality community preschool programs
- 2. Children raised in healthy, stable, and attached families**
  - a. Have parents fully engaged in services as well as in advising the program on an ongoing basis
  - b. Staff will be proficient and apply principles in Equity, Diversity, and Inclusion in their work with children and families
  - c. At least 80% of children will receive weekly services
  - d. Interpreting will be accurate and family friendly
- 3. Early learning system is aligned, coordinated, and family centered**
  - a. Community partners will benefit from and engage in training and coaching activities
  - b. The program will have an effective, high quality, diverse workforce
  - c. Implementation of a family centered evaluation model that results in less transitions for families and better outcomes for children.

### **EI/ECSE Strategic Objective for 2021-2022:**

- 1. Children arrive ready for Kindergarten:
  - a. An 5% increase in the number of EI children in the region meeting Outcome measures B1 regarding acquisition of skills and knowledge and a 3% increase in C1 regarding the use of appropriate behaviors.
  - b. An 5% increase in the percentage of ECSE children meeting Outcome measures B3 and a 2% increase in B4 regarding the acquisition of knowledge and skills.
  - c. Increase the number of children in the ECSE “moderate” group who attend preschool at least 12 hours per week from 47% to 60%
  - c. Transition students exit ECSE with appropriate eligibility
  - d. Utilize baseline data from the transition to Kinder satisfaction surveys to develop a targeted feedback tool aimed at continuous improvement
- 2. Children raised in healthy, stable, and attached families:
  - a. Provide at least one parent training/support activity per month September through May
  - b. The number of families receiving EI services weekly will increase from 52.7% for the region to at least 70%

- c. The number of children in the “low” group receiving ECSE services weekly will increase from 57.5% for the region to at least 75%
  - d. Increase parent membership and participation in the LICC
  - e. The program Equity, Diversity and Inclusion team will review forms and procedures that may be contributing to inequities.
  - f. A new position will be created and implemented in the 2021.22 school year focused on coaching and supporting bilingual IAs
3. Early learning system is aligned, coordinated, and family centered:
- a. Offer training with ORO credit for community partners at least 6 times over the year
  - b. Attend at least 3 national recruitment activities to ensure a diverse high quality workforce
  - c. Identify additional and refine existing staff support and mentoring activities to increase staff retention
  - d. Begin a discussion with the classified union to build trust among classified staff and identify mechanisms for communication
  - e. Implementation of new evaluation model with a focus on the family experience
  - f. Reduce amount of time waiting for an evaluation to begin
  - g. When appropriate conduct screenings with feedback to the referring party
  - h. Provide feedback at least monthly to referring providers in an effort to increase the quality of referrals.