

May 3, 2024

**Agenda Item**

**District Strategic Priorities**

***Purpose of this Agenda Item:***

Progress Report/ Status Update

The purpose of this agenda item is to update the board on the status of District Strategic Priority 3.14.

3.14 Design and Implement a continuum of service model for Special Education to span the entire kindergarten-post high school system.

**Celebrations:**

- Teacher Appreciation Week! We celebrate ALL Licensed staff in their service to our students, our families and caregivers and the community!

**Nursing:**

Our nursing team continues to serve all of the schools within the district with their many required duties.

**Staffing:**

Fall 2024-25 Positions

- Youth Transition Program
- Learning Specialist (MRMS & MRA)
- Speech-Language Pathologist
- Occupational Therapist

**Compliance/ Complaints/ Due Process:**

In-Process:

- 2021-22 data for B4 and B11 (Child Find & Discipline)
- Ongoing - Abbreviated Day

**Program Improvement:**

- Continued collaboration with Teaching and Learning on K-5 Literacy

**Family and Community Outreach:**

- Early Childhood Special Education Kindergarten Transition in process - expecting over 30 students

We continue to support students and families in several ways:

- School counselors
- Nursing staff

- Trillium Services
- McKenny Vento Homeless Liaison
- YTP

Trillium Counseling Services:

- Board Approval for 2023-24 Trillium Contract

Meet with the identified client(s) and family to determine to assess mental health needs through screening, triage, and referral to appropriate services as needed.
Provide short term individual, group, and family intervention and psycho-education to identified clients and families.
Complete the identified Prevention Agreement paperwork and tracking of all contacts with clients and families.
Provide mental health literacy and awareness training and consultation to clients, families, and school staff members.
Identify and disseminate resources and promote mental health awareness within identified schools.
Facilitate evidence-based psycho-educational support and skill building groups to identified clients.
Perform risk screenings and develop safety plans for suicidal ideation, self-harm behaviors, homicidal ideation, etc. with identified clients (currently on working with Trillium Staff).
Work closely with Supervisor, Principal, and Counselor to cultivate creative programming to meet the need of individual schools and populations.

Outplacements:

**LEEP:** Life Enrichment Education Program is for students with significant cognitive and multiple disabilities, located in classrooms throughout the county. Cost: part of our menu of services from ESD paid for out of flow-through dollars as one of our menu of services provided.

**Heron Creek Internalizing:** Located at the Marylhurst Campus in Lake Oswego, this is a therapeutic environment for students who have significant emotional problems and need a smaller setting and focused instruction on building self-regulation skills in order to come back to district.

**Heron Creek Externalizing:** Located at the Marylhurst Campus in Lake Oswego, this setting is for students with externalizing behavioral disturbances that impact their access to learning. This is a highly structured setting and focused on self-regulation and behavioral supports.

**Creston Elementary:** an elementary school in PPS that has a unique program with Columbia Regional Programs that work to support the unique needs of students experiencing deaf/ hard of

hearing. The program is heavily focused on language development and there is a teacher of the deaf full-time on staff as well as an ELL teacher to support second language development.

	LEEP	Heron Creek Internalizing	Heron Creek Externalizing	Creston
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Respectfully Submitted by [Robin Shobe](#), Ed.D.