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INTEGRATED PROGRAMS APPLICATION FOR STUDENT INVESTMENT ACCOUNT AND HIGH SCHOOL SUCCESS FUNDS

LONG-TERM CARE AND TREATMENT CLASSROOMS

MEDFORD GIRLS RESIDENTIAL GRANTS PASS PSYCHIATRIC DAY TREATMENT

Diane Dunas and Tanya Frisendahl



District Office
5465 S. Pacific Hwy.
Phoenix OR
97535

**Douglas County
Regional Office**
90 NW Glenhart Ave.
Winston OR
97496

**Grants Pass
Regional Office**
550 SW 6th St.
Grants Pass OR
97526

**Klamath Falls
Regional Office**
2685 Foothills Blvd.
Klamath Falls OR
97603

Operations Center
101 N. Grape St.
Medford, OR
97501



**Please Note: This preview shares the content of what applicants will be asked to respond to or submit through the WorkApp application portal. Please make a copy of your application template.*

SOESD – **Grants Pass** Day Tmt. LTCT IPP Application Template

SIA – Yes

EIS – No

HSS – No

Needs Assessment Summary

1. Describe the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used. Explain how the needs assessment and state and local data have informed specific decisions for this plan and budget. (500 words or less)

The first step in our needs assessment process was to have staff participate in a Needs Assessment activity facilitated by Laura Miltenberger, a consultant from the Southern Oregon ESD. Several items were identified by LTCT Leadership from the FIA tool to focus the discussion and pinpoint areas of highest needs. Staff identified the level of implementation individually, had a group discussion about the components that were in place and those that weren't yet, and then re-scored for consensus. The conversations were very robust and informative. One of the data points used in the needs assessment process was information gathered in our student empathy interviews. Facilitated by staff members, all students in grades one through five were interviewed. Students were asked to respond to questions regarding their connection to school, and how the school can best support their success. Students listed strong relationships and positive social interactions as strengths of the school. Challenges included providing more support for academic success, hands-on learning, additional playground equipment (specifically swings) and enclosing the playshed for a year-round gym. In order to gather feedback from families and staff, we sent out surveys. Participants included teachers, other staff members, and families. Participants identified strengths and successes, and considered challenges the school is facing. Strengths/successes included close student/teacher relationships, individualized instruction, and student attendance and engagement at school. The final step in our process was the work done by staff to synthesize all the information and develop our Integrated Plan. Data from the listening session, surveys, SBAC, formative assessments and the Consolidated State Performance Report, was considered. A facilitated

needs assessment was analyzed and synthesized by staff, and is included in this proposal Using these data and the results from the entire staff Needs Assessment process, priorities were determined, outcomes and strategies developed, and funded activities that align to priorities identified for the upcoming school years. Additionally, staff applied the Oregon Equity Lens throughout their decision making process.

Strengthened Systems and Capacity (250 words or less per question)

- ~~1. [only answer if accepting HSS funds] How do you support students and families in the transitions from the LTCT program to their next educational placement or workforce preparation program? From high school to postsecondary education and/or workforce?~~
- ~~2. [only answer if accepting HSS funds] What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning, including any guidance, counseling, and connections to education plans and profiles.~~

Plan Summary

1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment.

Grants Pass Psychiatric Day Treatment is a small LTCT site, that operates in partnership with the mental health organization; Family Solutions. There are approximately 9 students, grades Kindergarten through fifth grade. Plans are in effect to serve middle school students in the 26-27 school year. We have two licensed teachers, one part-time administrator, classified staff members as well as an onsite therapist. Our school has two classrooms with students in various grade levels. Considering feedback gathered from various engagement activities, plus priorities identified by leadership, our Planning Team established the following outcomes for this Integrated Plan: 1) Strengthen Literacy and Math Instruction in grades K-5 2) Increase academic outcomes and achievement for all students including focal populations 3) Provide students with a well-rounded education. In order to achieve these outcomes, investments include hiring an instructional coach to support all staff in professional development and specialized coaching, resulting in data driven instruction, standards based curriculum and

evidence-based practices. There will be activities to support parents engaging in the education of their child, as well as providing equipment to support regulation, SEL skills and sensory needs.

Links

1. Outcomes and Strategies
2. Integrated Planning and Budget Year 2 (2026-2027)

Attachments

1. Board meeting minutes which expressly state the plan presentation to the governing board, with an opportunity for public comment, and formal approval by the board (nonconsent agenda item)

Assurances

1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
2. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute HSS district/school activities (if applicable).
3. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
4. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools, YCEPs, JDEPs, and LTCTs.
5. Each of the SSA plans were reviewed as part of your strategic planning.
6. Engagement with the focal populations of the school community, including students, families, and school staff (both licensed and classified) has occurred, and there is evidence of the engagement efforts on record.
7. An equity lens or tool was incorporated into the planning and budgeting process.



Long Term Care and Treatment 26-27 Integrated Application Template

**Please Note: This preview shares the content of what applicants will be asked to respond to or submit through the WorkApp application portal. Please make a copy of your application template.*

SOESD – Medford Res LTCT IPP Application Template

SIA – Yes

EIIS – No

HSS – Yes

Needs Assessment Summary

1. Describe the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used. Explain how the needs assessment and state and local data have informed specific decisions for this plan and budget. (500 words or less)

The first step in our needs assessment process was to have staff participate in a Needs Assessment activity facilitated by Laura Miltenberger, a consultant from the Southern Oregon ESD. Several items were identified by LTCT Leadership from the FIA tool to focus the discussion and pinpoint areas of highest needs. Staff identified the level of implementation individually, had a group discussion about the components that were in place and those that weren't yet, and then rescored for consensus. The conversations were very robust and informative. One of the data points used in the needs assessment process was information gathered in our student empathy interviews. Facilitated by staff members, all students in grades sixth through twelve were interviewed. Students were asked to respond to questions regarding their connection to school, and how the school can best support their success. Students listed strong relationships, positive social interactions, one-on-one instruction as strengths of the school. Challenges included a more robust transition program, including career related learning and varied learning opportunities in addition to online learning. In order to gather feedback from families and staff, we sent out surveys. Participants included teachers, other staff members, and families. Participants identified strengths and successes, and considered challenges the school is facing. Strengths/successes included close student/teacher relationships, individualized instruction, and SEL/mental health supports throughout the day. Dedicated staff and training to create a robust transition program is an emphasis and an area of growth.

The final step in our process was the work done by staff to synthesize all the information and develop our Integrated Plan. Data from the listening session, surveys, SBAC, formative assessments and the Consolidated State Performance Report, was considered. A facilitated needs assessment was analyzed and synthesized by staff, and is included in this proposal. Using these data and the results from the entire staff Needs Assessment process, priorities were determined, outcomes and strategies developed, and funded activities that align to

priorities identified for the upcoming school years. Additionally, staff applied the Oregon Equity Lens throughout their decision making process.

Strengthened Systems and Capacity (250 words or less per question)

1. **[only answer if accepting HSS funds]** How do you support students and families in the transitions from the LTCT program to their next educational placement or workforce preparation program? From high school to postsecondary education and/or workforce?
 - The SOESD partners with the mental health organization, Family Solutions to support transitions. There is a dedicated Family Solutions Transition Specialist at the girls' home who is responsible for transitions into the home and when students exit. The SOESD Coordinator, school psychologist and teacher work closely with this transition specialist to perform file reviews, make sure protocols are followed to interview students, find out what their strengths are and where support is needed. The SOESD and Family Solutions are part of the Univ. of Oregon's Community of Practice for Re-entry Transitions. We meet monthly to discuss transition needs of students and network with other facilities in the state. We utilize the Transition Toolkit and other resources to provide a robust transition program for students.
 - We support students transitioning from high school to postsecondary education and/or the workforce by providing career related learning opportunities in the classroom, community experiences, advocate for students to have an Independent Living Program worker and our students with disabilities are assigned a YES Specialist to work one-on-one with students on career exploration and college readiness.

2. **[only answer if accepting HSS funds]** What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning, including any guidance, counseling, and connections to education plans and profiles.
 - Each student has an Education Plan in place, as well as a Person Centered Profile. The entire team of parents, caseworkers, mental health and classroom staff along with the student utilize this plan to guide career exploration. Our students are able to use Edgenuity to explore career pathways. Our YES Specialist also uses a career inventory and interviews with students to help with career planning and then provides opportunities for visits to various businesses in the community that align with a student's interests. Our students attend career fairs when appropriate. The SOESD provides CTE opportunities and YouScience career exploration. This information is shared on IEPs, as well as in monthly student meetings where the student's entire team attends. Students also have an opportunity to participate in PATH vision planning to chart their future course and be made aware of resources and opportunities. The area of transition is crucial for a successful transition to the student's next placement, whether back to their neighborhood school or independent living and the team was in consensus that this is an area of growth for the program.

Plan Summary

1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment.

Medford Girls Residential classroom is a small LTCT site, that operates in partnership with the mental health organization; Family Solutions. There are up to 9 students, grades sixth through twelfth grade. There is one licensed teacher, one educational assistant, a case manager/transition specialist, mental health therapist, part-time SOESD administrator and a Fam. Solutions Program Man. Our school has one classroom with students in various grade levels. Considering feedback gathered from various engagement activities, plus priorities identified by leadership, our Planning Team established the following outcomes for this Integrated Plan: 1) Strengthen Literacy and Math Instruction in grades 2) Increase academic outcomes and achievement for all students including focal populations 3) Provide students with a well-rounded education. In order to achieve these outcomes, we braided a combination of HSS and SIA funds to support a range of activities. Investments include hiring an instructional coach to support all staff in professional development and specialized coaching to support data driven instruction and evidence-based practices. There will be an emphasis also on well-rounded education, which will include broadening learning opportunities. A mapping activity of the community will be conducted with staff and students to gain awareness of the resources available to students for job exploration. Students will be taken on field trips to explore careers, embedded instructional time for career exploration, attend the Careers in Gear Fair and individually explore career interests within an evidence-based and engaging curriculum.

Links

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2. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute HSS district/school activities (if applicable).
3. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
4. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools, YCEPs, JDEPs, and LTCTs.
5. Each of the SSA plans were reviewed as part of your strategic planning.
6. Engagement with the focal populations of the school community, including students, families, and school staff (both licensed and classified) has occurred, and there is evidence of the engagement efforts on record.
7. An equity lens or tool was incorporated into the planning and budgeting process.

Family Solutions - - Outcomes and Strategies 25-27 :



Grid Filter Arial 10 B I U % A

	Identifier	Outcome or Strategy
1	Outcome A	Grants Pass Day Treatment (GPDT) will strengthen Literacy and Math Instruction in grades K-5
2	Strategy A1	GPDT will provide professional development and ongoing support around use of research-based curriculum and instructional strategies to teachers and instructional assistants.
3	Strategy A2	GPDT will facilitate data team analysis meetings to make informed academic and behavioral decisions.
4	Outcome B	GPDT will increase academic outcomes and achievement for all students including focal populations
5	Strategy B1	GPDT will use high leverage instructional strategies to support students' academic achievement
6	Strategy B2	GPDT will provide small group instructional learning and targeted interventions
7	Strategy B3	GPDT will facilitate family engagement events to support student academic achievement
8	Outcome C	GPDT will provide students with a well-rounded education
9	Strategy C1	GPDT will broaden educational learning opportunities
10		
11		

Family Solutions - - Outcomes and Strategies 25-27 :



Grid Filter Arial 10 B I U % A

	Identifier	Outcome or Strategy
1	Outcome A	Medford Girls' Residential (MGR) will strengthen Literacy and Math Instruction in grades 6-12
2	Strategy A1	MGR will provide professional development and ongoing support around use of research-based curriculum and instructional strategies to teachers and instructional assistants.
3	Strategy A2	MGR will facilitate data team analysis meetings to make informed academic and behavioral decisions.
4	Outcome B	Medford Girls' Residential will increase academic outcomes and achievement for all students including focal populations
5	Strategy B1	MGR will use high leverage instructional strategies to support students' academic achievement
6	Strategy B2	MGR will implement strategies to determine students needing support to be on track to graduate and provide necessary resources
7	Strategy B3	MGR will provide small group instructional learning and targeted interventions
8	Outcome C	MGR will provide students with a well-rounded education
9	Strategy C1	MGR will broaden educational learning opportunities
10		

Family Solutions - - Budget Integrated Prog 25-27



Activity ID #	Outcome and Strategy	Activity	Partnership	FTE Type	SIA Allowable Use Category	Object Code	FTE 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	Last Updated
1		Total Allocation		Other: Other staff position not listed				\$42,312.49	\$42,312.49	05/15/26 9:45 AM
2		Unbudgeted (Autocalculate)						\$40,196.87	\$40,196.87	05/15/26 9:44 AM
3		Total Budgeted Amounts (Autosum)						\$2,115.62	\$2,115.62	05/15/26 9:44 AM
4		Indirect/Administration				690		\$2,115.62	\$2,115.62	05/15/26 9:44 AM
5	1 A1	Instructional Coach/Transition Specialist			WRE	111	0.26	\$40,196.87	\$40,196.87	05/15/26 9:44 AM

Family Solutions - - Budget Integrated Prog 25-27



Activity ID #	Outcome and Strategy	Activity	Partnership	FTE Type	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	Last Updated
1		Total Allocation										
2		Unbudgeted (Autosculate)							\$951.00	\$42,212.49	\$43,163.49	05/01/26 3:12 PM
3		- Total Budgeted Amounts (Autosum)							\$951.00	\$42,212.49	\$43,163.49	05/15/26 9:55 AM
4		Indirect Administration						600	\$42.55	\$2,115.62	\$2,158.17	05/15/26 9:55 AM
5	1 A1	Instructional Coach/Transition Specialist		Other: Other staff position not listed	DP STA	WRE		111	\$808.45	\$40,196.87	\$41,005.32	05/15/26 9:55 AM