



**Notes:*

- *The question numbers in the application below correspond to the ODE application numbering system, however, some of the question numbers are not sequential as not all questions of the overall IG Application are required for YCEP/JDEP Schools. Please note the application type stated above, "YCEP with CTE," dictates the questions that are required for the IG Application for YCEP schools.*
- *Page numbering begins on page 2.*
- *PDF versions of the application are available in draft form and will be updated and posted to the TSD9 Website when approved.*

Needs Assessment Summary

1. Please offer a description of 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, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

NEEDS ASSESSMENT SUMMARY RESPONSE QUESTION 1:

The Trask River High School Needs Assessment Team composed of administrators, teachers, staff and outside community conducted a needs assessment process, in conjunction with our COGNIA Accreditation process surveys and data gathering. A collection of sources were analyzed using current data including student surveys, staff surveys, community/parent surveys, student participation trends, and student discipline trends. Students report a high degree of engagement with the expanded CTE options, with survey results indicating they feel like they are making positive connections with adults and their interests are being considered. Community survey feedback indicated that programs that give students opportunities to practice social skills and vocational skills positively impact their confidence in interpersonal relationships in the living environment. Reviewing student discipline data from 23/24 and 24/25, formal discipline actions fell from 78 to 29. The formal review and benchmarking data

continues informally throughout the biennium through our partnership and incorporation of input from all sources, including youth, families as available, OYA, TSD9, YCEP. The collection of input is ongoing and formative as we continuously seek to improve (i.e. Individual Academic Counseling, Collective and Individual Student Input, Academic, Social-Emotional, and Transitional Progress Data, OYA MDTs, IEPs, OYA Leadership, OYA Treatment Team, TSD9 District Leadership, PLC Student Reviews, CTE Committee Meetings,, etc.). Both of the formative reviews and planning as well as the informal, ongoing improvement and review efforts guide long-range and short-term planning and budgeting. Based on the information collected, Trask River High School has created a plan which includes continued investment in well-rounded education through vocational programming, including Career Technical Education staffing and support.

Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

EQUITY ADVANCED SUMMARY RESPONSE QUESTION 1:

Trask River High School continues to promote equity for all students in our system each of which qualifies as part of a focal group. In partnership with OYA all students have access to all opportunities both in regards to diploma-seeking and older youth in the facility. Both planning for expenditures and actual expenditures of budget allocations continue to be focused on providing opportunities, through vocational staffing, for all students to have opportunity and access to courses, certifications, and programs that will promote their readiness to transition successfully into their next placement or transition to the community. We continue to use the NWRESD Equity Lens as our tool for informing our planning and decision making and guiding our work as we seek to embed, intentionally and instinctively, each and every day equity in our collective and individual planning, instruction, and support with each one of our justice-impacted focal group youth. All students meet with our academic advisor and or our VESoy coordinator to consider their options and give input regarding their progress, needs, placement, and opportunity to build academic, social-emotional, vocational, artistic, and transition-ready skills. This guided and supported access and opportunity to programs and courses meeting diploma requirements, vocational, social-emotional, and artistic program

offerings, builds confidence, courage, and capacity in our youth regardless of their specific need and length of tenure at the facility.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

EQUITY ADVANCED SUMMARY RESPONSE QUESTION 2:

Trask River provides PD support for staff in a variety of ways that address both individual and collective development needs for staff in relation to the socio-emotional and academic needs of our adjudicated youth.. Training to support academic and social emotional support of students is planned in conjunction with the PLC Institute as well as through available opportunities that exist with TSD9 including for administrators, teachers, and school staff. This training helps to build on the professional learning teams and community needs of our specific setting, which is considerably different from a traditional middle/high school setting. Training in academic areas for academic staff is planned in core academic areas (i.e. Wilson Reading, NCTM Math Workshops, and other available opportunities). Staff are supported in pursuing advanced degrees or training in partnership with TSD9. Correctional Education conferences and training attendance and opportunity are planned in the biennium for new and existing staff and administration. CTE training and development is supported for offered, developing, and potential expansion areas (i.e. 107 UAV License and Certification, etc.) School substitutes are oriented with the facility through required district and school based training opportunities and expanded in-depth opportunities are planned in partnership with OYA. This is a representative overview of the planned professional development, and just-in-time or to be offered PD is also a continual opportunity as budget and time allows.

3. What policies and procedures do you implement to ensure that children and youth navigating houselessness are connected to educational programs and necessary supports upon exiting the juvenile justice facility?

EQUITY ADVANCED SUMMARY RESPONSE QUESTION 3:

All Trask River students have access to all school activities. Trask River serves as an education provider to a secure juvenile residential facility, therefore none of the students in the program are considered houseless when in the custody of Oregon Youth Authority. When high school students exit the facility they are typically released to either a new OYA or court-approved partner placement program or to their family and therefore are not houseless. All youth exiting

go through an OYA Transition MDT and release process which includes participation by OYA facility staff, Trask River School staff, probation officers, and next-step receiving program teams and or parents. Transition needs are considered including academic, social-emotional, vocational, college, and other youth-specific needs. Transition services, including inventories, surveys, readiness and self-management learning activities (i.e. resume development, vocational programs, coordinating with follow-up programs, college, self-care including cooking, financial management, living costs and considerations, etc.) and other youth-specific and or need-based supports are offered to all exiting youth.

4. Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.

EQUITY ADVANCED SUMMARY RESPONSE QUESTION 4:

Due to the small size of Trask River, there is no statistical distinction between the cohort and select focal student groups; therefore, the cohort and focal student groups are the same. There are no prerequisites required for participation in CTE courses; no fees or special equipment or clothing required, no pretest performance level, no prior level of knowledge or experience. All students that have been successful in the exploratory course are eligible; any students not successful in the exploratory course may retake it until they are successful. Any student failing a CTE course is eligible to retry upon request. Trask River students have the opportunity to learn about nontraditional, or previously not considered, fields of work and learning pathways. Every student is exposed to all CTE courses available through introductory surveys designed to create interest and teach basic skills and safety practices. The use of self-exploratory activities including brain games, inventories, individualized activities, and interviews helps establish a frame from which both traditional and nontraditional fields and options may be explored and considered. These self-investigating opportunities allow students to explore and value their own strengths as they apply soft skills such as tenacity, effective communication, and sharing and receiving feedback, building capacity to practice and utilize these skills when exposed to unknown or unexpected career fields or learning opportunities. As they authentically engage in these practices they develop an understanding, appreciation, and curiosity that will forward their thinking and preparation for success in tomorrow's workforce and society.

Well-Rounded Education (250 words or less per question)

1. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?

WELL-ROUNDED RESPONSE QUESTION 1:

Trask River participates in regular adoption of curriculum processes and programs in all academic areas in partnership with our host district, OYA, and YCEP using ODE and National standards for curriculum and programs selected. Because TRHS is a secondary only system, the scope and sequence focuses on the Middle/High School level, but because students routinely, if not typically, come in with skill and knowledge deficits, lower-level materials are also available and accessed when needed. Scope and sequence is focused on the diploma requirements as well as state standards focused for all students with consideration for specific individual needs.

2. Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.

WELL-ROUNDED RESPONSE QUESTION 2:

All Trask River instructors are licensed by TSPC, participate in ongoing professional development individually and through school-wide and district-wide training opportunities. Trask River instructors are observed, supervised and evaluated by licensed school administrators on a regular evaluation rotation using Charlotte Danielson's Framework for Teaching Domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Regular staff PLC meetings are held to focus on individual student progress and needs as well as to calibrate and compare practice and approach. Vocational, college, and custom independent courses are accessible to youth to challenge and advance learning based on readiness, relevance and transition/re-entry needs and interests.

3. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from harassment and bullying?

WELL-ROUNDED RESPONSE QUESTION 3:

Trask River School is within the boundaries of a secure (lock-down) facility of the Oregon Youth Authority and is highly secure and safe for youth. We communicate and collaborate with our

host district, TSD9, as well as our community members and families as much as is allowed, to keep them all aware of the educational realities of Trask River. Daily practice at Trask River takes account of and supports the mental and behavioral health needs of our youth in coordination with the OYA partner team members and supports (i.e. QMHPs, GLCs, CCs, LUMs, Administration). Tours, orientation sessions, partner team meetings, guest instructors, positive signage, and routines that provide a sense of community and purpose are some of the ways we work to be intentionally welcoming and set a mindset of HOPE for our youth and team.

4. How do you ensure students have access to strong school library programs?

WELL-ROUNDED RESPONSE QUESTION 4:

Trask River has a robust collection of fiction and non-fiction available to all youth, and all youth are given the opportunity to borrow books weekly. The collection is expanded and replenished regularly. Students are encouraged to make recommendations for additions to the collection, and student interests are considered when making purchases. There is a standard borrowing process in place and a school staff member manages the collection acquisitions and distributions.

5. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

WELL-ROUNDED RESPONSE QUESTION 5:

Student mental and behavioral health is an integral element in student success at Trask River High School. School staff work closely with the partner agency to support students who are experiencing ongoing stresses or crises that lead to dysregulation including with Unit Managers, Primary GLCs, QMHPs POs, and collaboratively through Treatment Team and MDT meetings. Embedded daily classroom behavior strategies include opportunities for students to self-select coping strategies, seek support in crisis, consult with school or facility staff, coordination with unit-based tiered self-management support and monitoring systems that help provide a connection between school and skills they learn in living units. Typically all of the youth residing in the facility are at-risk for depression, anxiety, stress, challenges, dysregulation, and other mental and self-management challenges. Ongoing tracking of student self-management/discipline, and a variety of strategies available to students to manage and monitor their behaviors and progress are in place and continually considered. Designated staff members work closely with both special populations and individual needs through proactive, dedicated, schedule blocks and responsive, just-in-time coaching and guidance support.

6. How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

WELL-ROUNDED RESPONSE QUESTION 6:

Trask River middle and high school student population is small (+/-20), making the cohort and focal student groups the same for statistical purposes. The special education instructor monitors progress of all identified special education students and works with individual teachers to modify and enhance strategies to help students meet established standards. Due to the small size, these strategies are also able to be applied to any student struggling with academic growth. Student grades are reviewed each marking period, and periodically within a marking period, to alert all staff to any students at-risk. These students may be served by alternative opportunities to demonstrate knowledge and competency, additional or remedial instruction in basic skills, and alternative instructional delivery methods. Since all students receive instruction in the school setting, issues of resources and materials, attendance, and nutritional and hygiene barriers that may exist in a typical public school have very limited impact on Trask River students. Trask River students who demonstrate great success and show advanced potential can be additionally challenged with individual course enhancements by teachers, through access to advanced and alternative courses available through our online platform, by online AP or IB courses, dual credit courses, enrollment in community college classes, and independent research and investigation. Academic needs are paired with social-emotional strategies to help students build confidence and to support academic success.

7. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.

WELL-ROUNDED RESPONSE QUESTION 7:

Currently Trask River is not planning on developing a new CTE Program of Study, rather we are working to develop and deepen our existing opportunities that are relevant for our focal group of students and youth.

8. What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.

WELL-ROUNDED RESPONSE QUESTION 8:

All Trask River students participate in work-based and career-connected learning experiences, including trades classes, design and contracting production work, agricultural management and care, school maintenance and custodial upkeep, among other work experience and career-connected learning opportunities available in cooperation with OYA. Trades/career exploration classes acquaint them with vocations, related safety practices, and practice completing representative projects. Students are encouraged to repeat and develop initial experiences through related opportunities or differentiation in the classroom. Trask River has been proactive and creative with the challenge of expanding work-based learning opportunities in a setting where students are not allowed to leave our secure, locked-down facility. Trask River develops and provides more extensive career development opportunities to youth including contracted piece work, custom carpentry, custom fabrication/welding, work crews including kitchen, janitorial, grounds, and maintenance, coding, UAV (Drone) training, bicycle repair shop mechanics, small engines repair and maintenance, arts through ceramics, guest artists, textile trades, native plant nursery and tree farm, heavy equipment simulator training, forklift certification, flagger certification, food handler certification, job and trade fairs, and mock interviews, to name a current representative overview. We are actively expanding these to introduce and develop other fields such as business career, financial training, culinary training, barista training, and music career experience opportunities. These career training opportunities are often in partnership with TSD9, OYA, Tillamook Bay Community College, and other local and regional partner opportunities. Providing relevance with modern and future workforce fields and expanding opportunities for all youth remain a critical, core focus.

9. Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.

WELL-ROUNDED RESPONSE QUESTION 9:

At this time students do not have access to college CTE-specific credits due to the secure status of their living environment. They do, however, have access to college credits in academic areas. Possible programs of expansion include technology-related fields, where competence may be able to be demonstrated by computer-generated projects. Students' academic and technical skills will be improved through integration of subjects as students are exposed to and practice multiple learning strategies in a variety of subjects, allowing them to explore strengths of interests and learning practices and then generalize them across subject and vocational areas. Subjects are also integrated, when possible, so students can better understand how the

different subjects relate to each other and how the knowledge and skills they are learning can be applied in real-world contexts. As opportunities for postsecondary credit expand, students are familiarized with expectations that help them experience success as they enter career/technical training or continue in higher education in the community. Staffing expertise supports opportunities that provide these well-rounded opportunities for students, continuing to support and develop expertise with staff allows the development of academic and technical skill learning and integration that would otherwise not be possible. CTE dual credit opportunities have been arranged in the past in cooperation with Tillamook Bay Community College and when appropriate, relevant, and timely are an existing option for our school.

Engaged Community (250 words or less per question)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

ENGAGED COMMUNITY RESPONSE QUESTION 1:

Trask River High School has implemented a more formal engagement process with staff, students, and community/partner agencies in the past two years, to allow us to reflect student and staff interests and needs in the programs on a more immediate basis (i.e. Regular PLC/Student Review Meetings for All Youth, OYA Coordination Facility Planning, Youth, Treatment, and Leadership Teams, CTE Committee Meetings, YCEP Leadership Meetings and Reviews, VESQY Quarterly Review Meetings, Parent/Advocate Input (as allowed), etc.) TRHS staff also regularly take part in MDT, treatment team, planning, and leadership coordination meetings with the partner agency to calibrate both changing needs and continuing effectiveness of current programs. We also work to coordinate and collaborate with agencies and requirements to streamline and minimize redundancy of reporting and requirements (i.e. COGNIA Accreditation process work aligned with Integrated Guidance Planning, strategic planning, program development and offerings). Barriers continue to be the challenges of communication between agencies and the limited opportunities available to get direct feedback from parents.

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

ENGAGED COMMUNITY RESPONSE QUESTION 3:

During the planning and review process student, family, and community voice and participation was collected. Student surveys, family surveys, in loco parentis OYA Group Life Coordinators (GLCs) and OYA management staff surveys were all used to inform the status and future of the IG Plan. There is often limited opportunity and or access to connect with families of adjudicated youth, especially those that reside in a secure facility, but when accessible ongoing input is encouraged. MDT meetings organized by the facility staff as well as Treatment Team meetings allowed (and continue to allow) for input and the consideration of youth individual and collective needs. Anecdotal and formative data from these sessions as well as the formal survey options for all stakeholders were considered in the planning process.

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

ENGAGED COMMUNITY RESPONSE QUESTION 4:

Staff, both certified and classified, participated in the planning through surveys, focal group interview sessions with an outside facilitator, and specific input through staff meetings and individual input. Staff are highly engaged and support the ongoing work of improvement through regular student review and progress sessions, specific planning with special populations staff, and professional learning teams and opportunities.

Outcome of Engagement

6. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

ENGAGED COMMUNITY RESPONSE QUESTION 6:

Based on the feedback from staff and community, it's clear that our current investment plan remains relevant. We will continue to provide and expand where possible the CTE opportunities that allow students to experience new learning in a safe environment while developing skills for vocation and for socially positive interactions. CTE programs that all students can access support their engagement in new learning and support their growth and confidence. With this information, TRHS intends to expand access to current CTE programs so more students can be involved in more programs on a continuing basis.

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

1. What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

STRENGTHENED SYSTEMS AND CAPACITY RESPONSE QUESTION 1:

As Trask River serves a single purpose (educating incarcerated youth), staff open to innovation non-traditional instructional approaches, and with focal group experience have been most successful and satisfied in this environment. We are transparent about the challenges and opportunities that come with working at Trask River. We support new staff through formal and informal training and support. We actively encourage and support classified staff who work successfully with our students to consider becoming certified. Our retention plan includes promoting collaboration between staff formally and informally, encouraging the exploration of areas of personal interest with the goal of possibly expanding class offerings and engagement with all youth, visiting other facilities and schools to explore approaches of educational and social-emotional support. Innovation that fosters engaging, positive, project-based environments, participation in training, workshops, courses, and other professional development opportunities is an important part of the Trask River culture. Trask River students have access to the same courses and high quality instructors. Since all students are part of the primary focal group (Experience with Incarceration) and have unique individual circumstances typically aligning with one or more focal groups and because the population is small, an individualized student focus allows our team to address disparities that might routinely be a concern in larger systems. We work with OYA, their qualified mental health professionals, and their mentors and staff to provide additional support for all students related to specific and unique needs both at school and on unit.

2. Describe your system for analyzing exclusionary practices preventing students from physically attending classroom sessions during instructional time, including disaggregating this information by focal groups.

STRENGTHENED SYSTEMS AND CAPACITY RESPONSE QUESTION 2:

Trask River instructors use a variety of classroom management strategies to ensure that students, all of which are members of a focal group, remain in the classroom. Interventions prior to classroom removal include student ability to self-select an alternate study area, consultation with an adult outside the classroom - either education or OYA staff, mental health break of short duration such as a walk, or the time to visit with a team member to re-calibrate. Teaching self-management is a critical need for our youth. Only in extreme, volatile cases, per OYA policy, where safety is a concern, may students be provided instruction on-unit with direction and support from teachers and school staff. Classroom removal policy does not exclude students from continued instruction and includes same-day re-entry; removals two days in a row trigger additional intervention and support planning with the student, OYA staff, and the education team to develop a safety plan for successful return to the classroom. Due to the positive school environment and authentic support from staff, students typically appreciate the opportunities that school provides and the chance to be off-unit. Rarely is there a need for removal or the development of a special program, and when there is, it is short-lived.

3. How do you support students and families in the transitions from the JDEP/YCEP school to their next educational placement or workforce preparation program? From high school to postsecondary education and/or workforce?

STRENGTHENED SYSTEMS AND CAPACITY RESPONSE QUESTION 3:

Trask River is a specialized educational program serving incarcerated youth ages 12 to 25 in Oregon Youth Authority (OYA) custody. While we do not serve early elementary students, we occasionally support youth as young as 12. In those cases, we provide intentional middle-to-high school transition support through academic advising and participation in inclusive schoolwide activities. Our program emphasizes social-emotional learning as a foundation for successful reentry into educational, vocational, and community settings. Students develop and apply these skills in a safe, structured environment designed to reduce recidivism and promote long-term stability. Older students participate in individualized career exploration and postsecondary planning with the support of education staff, an academic advisor, and a college and career coach. Through tools such as Oregon CIS, Find Your Grind, and YouScience—as well as hands-on experiences in construction, culinary arts, and horticulture—students identify strengths and pathways aligned with their goals. All students may request college placement assessments and are encouraged to meet with community college advisors and enroll in tuition-free college courses. While direct post-release support is limited by OYA policy, we collaborate with parole officers, families, receiving schools, and programs to ensure continuity. We are actively working with YCEP, VESoy, and community partners to expand transition-focused structures that extend beyond facility walls. Trask River

has a strong track record of student achievement, including high school diplomas, vocational certifications, and college degrees earned prior to release. With continued funding, we aim to broaden these opportunities and strengthen post-release success.

4. 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 and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.

STRENGTHENED SYSTEMS AND CAPACITY RESPONSE QUESTION 4:

Trask River's Academic Advisor and Transition Counselor work with each new student upon enrollment. Present levels, career pathways and higher education goals are discussed and a collection of inventories is available for the student to explore interests and aptitudes, and connect skills to potential careers and education. Find Your Grind, YouScience, and Oregon CIS are utilized and customized for each youth. Staff routinely review each student's transcript, determine credits needed, contact past schools for further information, and deliver and review the current transcript with the student. Every student receives an updated transcript at the end of each marking period and is consulted for selected upcoming course options. These contacts are provided to all students, regardless of their participation in CTE. All students are introduced to CTE through an exploratory or introductory course familiarizing students with behavioral and safety expectations, concepts, and basic vocational and academic skills that lead to success in CTE courses. Considering exploratory courses, previous CTE experience, student request, or staff recommendation, all students are considered for any CTE class. Student interest is evaluated through regular transcript counsel and review sessions with each student, as well as informal student requests. Families are able to access overview information through the Trask River website and contact opportunities such as IEP meetings, MDT meetings, visitations, phone calls or other communication channels allowed by OYA. OYA in loco parentis staff are directly involved through our daily working partnerships and direct conversations regarding student placement, circumstance, and progress.

Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?

FEEDBACK QUESTION RESPONSE QUESTION 1:

ODE's recognition of the unique attributes of education for adjudicated youth is an important part of accommodating the general work to the needs of this specific focal group(s).

Correctional Education in general, and for juveniles in particular, has unique constraints, boundaries, and needs; continuing to consider this in light of the massive needs of all Oregon students is critical to the opportunities correctional youth need to be able to find success and return to the community as viable, self-supporting, contributing members.

For Trask River specifically, the support of the ODE Educational Specialist(s) for Youth Corrections Education Programs (YCEP) (and Juvenile Detention Education Programs (JDEP)) is critical to customizing the support needed for the youth we serve. It is important to continue to support and resource YCEP program opportunities and personnel, in partnership with OYA and the Vocational Education Services for Older Youth (VESOY), to continue to support, advise, and improve the services for the unique population of youth we serve.

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, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics, if over 80 ADMr. (500 words or less)

PLAN SUMMARY RESPONSE QUESTION 1:

The Trask River Integrated Guidance Plan is important to the overall opportunity of all youth at the Tillamook Youth Correctional Facility and Camp Tillamook for development of academic, vocational, and social-emotional readiness for life outside of a secure facility. Nearly all facility youth have significant gaps in their academic, emotional, and developmental experience. These significant deficits, combined with the exposure to adverse childhood experiences and trauma, require a need for creative programming and support in their education and vocational learning as well as for specific treatment and therapy. In partnership with OYA, Trask River youth are afforded a program that allows a comprehensive approach to these challenges. CTE opportunities and programming that promote hands-on learning with embedded social-emotional learning help to build confidence, courage, and capacity which are especially

important for the youth housed in our secure facility. Our goal is not simply to provide a diploma, which is a significant accomplishment for all of our youth, but more so to provide the way and means to “opportune” the possibility of life change.

The IG Plan needs assessment is a clear indicator that we must continue to provide vocational and CTE opportunities and readiness for our youth. As indicated in the IG Plan, process and product growth and development in areas of advancing employable skills and certificates through CTE and related opportunities and continuing to foster job and life readiness and student ownership through understanding, transparency, flexibility, and involvement in the learning process is an important focus of our future work. While formal LPGTs are not required for Trask River the story (or LPGT) that any individual youth here needs is hope. Opportunity and access in school settings that provide developmental capacity building in academic, artistic, and social readiness is imperative to this mission of hope. The IG Plan provides support, using IG Plan descriptors, in combination with YCEP (ODE), VESoy (OYA), and Federal Funding (IDEA, Title 1, etc.), that strengthens our systems and capacity to foster engagement and well-rounded opportunities for all youth in our community. Without proper staffing and programs breadth and depth that would otherwise not be available for our youth. Our vision is to build the possibility of a joyful future for every student, every day.

Links

1. [Outcomes and Strategies](#)
2. [Integrated Planning and Budget Year 1 \(2025-2026\)](#)
3. [Integrated Planning and Budget Year 2 \(2026-2027\)](#)
4. Quarter 1 Integrated Planning and Budget Year 1 (2027-2028)
5. [Tiered Planning](#)

[LINK - TRASK RIVER TSD9 BOARD REPORT](#)

Attachments

1. Equity lens utilized
 - a. [Northwest Regional Educational Service District \(NWRESd\) Equity Lens](#)
2. Community engagement artifacts
 - a. *Not Applicable*

3. 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 (non-consent agenda item)
 - a. *TSD9 Board Meeting Minutes, April 14, 2025 ([Link Here Upon Approval](#))*
4. Optional - Perkins Needs Assessment Documentation
 - a. *Not Applicable*
5. Memorandum of Understanding (MOU), if applicable
 - a. *Not Applicable*

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. You have taken into consideration the Quality Education Commission (QEC).
3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
4. 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.
5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
6. Each of the SSA plans were reviewed as part of your strategic planning.
7. You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.