



Columbia Regional Program

Services in Autism Spectrum Disorders, Orthopedically Impaired, Deafblindness,
Deaf /Hard of Hearing, Blind/Visually Impaired, and Traumatic Brain Injury
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Oregon Regional Programs for Low Incidence Disabilities

Mission: *Through Collaborative Partnerships, provide students who have low incidence disabilities educational opportunities to achieve success through equitable access and specialized supports.*

Vision:

All students will have an education that prepares them to live as contributing citizens in their communities, and succeed in the life they choose.

Low Incidence Regional Programs are a model in the United States and unique in our state education system.

- Unique and different from Education Service Districts and Local Education Service Agencies.
- Districts, EI/ECSE providers and ESDs voluntarily participate; services based on district request and need.
- We collaborate and bring together a variety of education services for children with low incidence disabilities.

Regionally Eligible Disabilities are “Low Incidence”: Less than 1% of the school-aged population including: Autism Spectrum Disorder, Blind/Vision Impaired, Deaf/Hard of Hearing, Deaf-Blind, Traumatic Brain Injured, and Orthopedically Impaired. Most students receive multiple services from regional programs.

Oregon Legislature established funding in 1983 to:

- Provide equity of access for students with low incidence disabilities to specialized services;
- Acquire and retain highly specialized staff;
- Capitalize on economy of scale for providing services for low incidence disabilities, equitable services and flexibility to meet local needs;
- Serve approximately 9,000 students as of December 2012, trend of regionally eligible students is increasing;

The relative rarity of students with these disabilities poses significant challenges for local schools struggling to meet their needs. Schools encounter these students infrequently; the challenge for district school staff include:

- How to best educate these students, including evidence and research based instructional practices;
- How to determine appropriate technology, access and implementation;
- How to obtain needed and appropriate support and related services.

Eight regional contracts are established through a combination of State and Federal Revenue (IDEA) 2013-15 Biennium funding to serve all students in Oregon.

Students receiving regional services are only counted once per census but receive multiple services from regional programs.

A comparison of Data:

Disability	Students serving	Census Count
Blind/Vision Impaired	256	167
Deaf/Hard of Hearing	426	396
Orthopedically Impaired	354	253
Deaf Blindness	14	3
Traumatic Brain Injured	36	19
Autism Spectrum Disorder	2268	2303

2013-2015 biennium funding based on census as of December, 1 2012. There were approximately 9,000 students served by regional programs. Total state funding:

- 10% State IDEA \$5,436,447.00
- 43% LEA IDEA \$24,229,306.00
- 47% General Fund (Grant & Aid) \$26,448,402.00

Total funding equals approximately \$56 million per biennium, \$28 million per year, equals \$3000 per student/year.

- The General Fund has been reduced by 3 million since the 2009 legislative session; the State IDEA contribution has remained at \$5.4 million since 2009 as well.
- Regional funding as of 2005-2007 was approximately 55 million.

Services and supports that regional programs can offer have continually reduced and are limited with decreases in funding and inflation. This has necessitated a decrease in regional services to students, families and districts in the areas of: audiology, direct instruction in classrooms, consultation and training district staff, and specifically direct services for children with Autism Spectrum Disorder, Traumatic Brain Injury and Severe Orthopedic Impairments.

What essential role do regional programs play – Why are regionals important to Oregon students and families?

- Direct Instruction includes specially designed instruction per the IEP. Ranges from monthly to daily instruction up to 2 hours per day.
- Supports to School Personnel ranges from weekly to yearly time and includes in-services, material provision, consultation regarding accommodations and modifications for the student.
- Coaching and Training includes an extensive professional development calendar, library and resources in the area of instructional practices for students with low incidence disabilities.
- Equipment Loan Banks includes highly specialized and high cost equipment to support students' access to their educational services in the local district.
- Technical Assistance for district teams includes support with complex students, eligibility planning and determination, records review, consultation for students on 504 plans.
- The majority of students receive multiple services from the regional program.

What is the impact of regional programs for students and families?

- Highly specialized staff allows students an opportunity to attend and achieve in their local school districts and neighborhood schools. Students are able to access and excel in the general education curriculum with the support of these specialized staff:
 - Teachers of the Deaf/Hard of Hearing
 - Teachers of the Visually Impaired
 - Autism Specialists
 - Audiologists
 - Assistive Technology Specialists
 - Speech/Language Pathologists certified as Augmentative Communication Specialists
 - Physical Therapists
 - Specialist in Traumatic Brain Injury
 - Specialist in Deaf-Blind Services
 - Para- educator coach and trainers in all disability areas.

What is the vision for the future?

- Students with low incidence disabilities are included in the Governor's education goals of 40-40-20, Pre to 3 literacy initiatives and renewed focus on education excellence.
- Our partnership and collaboration with school districts continues to make Oregon a national model of services for students with low incidence disabilities.
- That ALL students regardless of their disabilities are afforded the opportunity to a rigorous, relevant and high quality education in their local school district which leads to them becoming *contributing citizens in their communities, and succeed in the life they choose.*

Stories of Success

The students served by low incidence regional programs require highly specialized, intensive services, training, equipment and support.

Robert

- A Burmese Refugee who arrived in the Portland in May, by July 1, he had lost his sight to Cancer.
- CRP and the school district worked together to transition him to his neighborhood school district and general education classes.
- Totally Blind, CRP provides Robert 3 hours a day of specially designed instruction including Braille instruction, Tactile Graphics and the use of an Abacus for mathematics, concept development, key boarding and the use of text to speech devices for reading and writing and material coordination. Also provided are Orientation and Mobility services and the use of a long cane for travel.
- Specialized equipment is provided including Braille, alternative format books, text to speech software, an iPad with appropriate applications and access.
- Consultation is provided daily to the general education and special education staff in the local school district working with Robert regarding instructional strategies for the blind.

Jane

- A sixteen-year-old survivor of an acquired brain injury that resulted in her losing her sight, becoming nonverbal and paralyzed from the waist down over night.
- Columbia Regional Program was instrumental in the transition from a hospital program to a school program.
- CRP has provided augmentative communication assessment, instruction and devices so Jane can communicate with her teachers, service providers and family.
- Consultation is provided daily to school district staff working with Jane regarding instructional strategies for the blind.
- Jane receives weekly instruction from a Teacher of the Visually Impaired as well as an Augmentative Communication Specialist and Assistive Technology Specialist.
- Jane will be transitioning to her local alternative high school through collaboration between Columbia Regional Program and her local district.