

Multnomah Education Service District

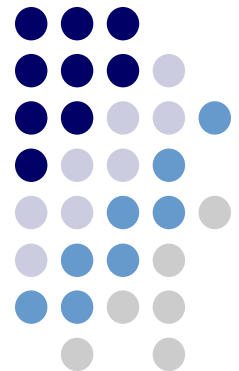
11611 NE Ainsworth Circle

Portland, Oregon 97220

# Multnomah ESD

## Local Service Plan Proposed Programs and Services for 2014-2015

In Accordance with ORS 334.175



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## INTRODUCTION

The 2014-2015 Local Service Plan (LSP) is recommended for approval by resolution of the Boards of the component districts of Multnomah Education Service District. To become effective this LSP must be approved annually by March 1 by two-thirds of the Boards, representing a majority of students enrolled in Multnomah County school districts.

These program and service proposals continue MESD's effort to provide maximum choice and flexibility to meet individual district needs. The LSP has been presented to the Superintendents' Council and is consistent with the parameters established by the Multnomah Education Service District Board of Directors.

The LSP is essentially a menu of options. Component districts are asked to approve the full compliment of programs and services. This approval constitutes the authorization for Multnomah Education Service District to build capacity to make these programs and services available. The actual selection of services and use of resolution funds to pay for selected services remains at the discretion of each district.

Beginning in 2012, Multnomah ESD became a member of a shared services cooperative whose four member ESDs have agreed to make their services available to all school districts within their combined service area at the same cost for those service agreed upon with the shared model. The other ESDs in this cooperative are Columbia Gorge, Northwest Regional and Willamette. The availability of shared services may depend upon the development of additional capacity as this collaboration grows.

These ESDs have agreed in principle that school districts may purchase shared services within the cooperative using resolution or other funds to support program options, which the ESDs will account for any resolutions service fund expenditures as a separate process. In practice, this will vary across ESDs depending upon existing agreements with their component school districts. School districts may also use general fund resources to purchase services within the Shared Services Cooperative. In either case, districts may now contact cooperating ESDs directly to arrange for services. For more information about how this is implemented in Multnomah ESD, contact Superintendent Barbara Jorgensen.

We are continuing to offer as much of the local service options under our current model moving into the 2014-2015 service year with minimal changes to services and more options for contracted services. We have implemented a focus forward planning model with all of our component districts working off of an earlier timeline to accomplish a December estimate of services for next fall. The business directors have worked to define a robust model to refine our costing methods and work efficiently and effectively with them to make our services as affordable as possible. We have welcomed their input into our planning process and I would like to thank all of our advisory council members for their work with us to assist us in refining and developing the most appropriate models of instruction and other support services to meet the needs of all students working towards successful outcomes for their futures

Questions on any services offered within the LPS may be directed to Superintendent Barbara Jorgensen or directly to any of the department directors. We look forward to another successful year of work with all of our component district partners.



Barbara Jorgensen, Superintendent  
Multnomah Education Service District

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**RESOLUTION 13-67**

**Approval of the 2013-2014 Budget Calendar for Development  
of the Fiscal Year 2014-2015 Budget**

**Background:** Although the law does not require the adoption of a Budget Calendar by education service districts, there are certain legal requirements in the development of the budget. It is, therefore, in the best interest of the agency that the Board adopt the Budget Calendar as a guide for the orderly development of the proposed budget for the ensuing year.

\*\*\*\*\*

**WHEREAS,** a Budget Calendar is desirable as a guide for the orderly development of the proposed budget for the ensuing fiscal year; and

**NOW THEREFORE BE IT RESOLVED,** that the Multnomah Education Service District Board of Directors approved the 2013-2014 Budget Calendar for the Development of the Fiscal Year 2014-2015 Budget.

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## Multnomah ESD 2013-2014 Calendar for Fiscal Year 2014-2015 Budget

Monday, July 1, 2013	MESD Board Meeting	MESD Board
	<ul style="list-style-type: none"> <li>• MESD Board adopts the 2013-2014 Budget Calendar for 2014-15 <b>(Resolution)</b></li> </ul>	
Tuesday, August 20, 2013	MESD Board Meeting	MESD Board
	<ul style="list-style-type: none"> <li>• MESD Board adopts 2014-15 Budget Planning Parameters <b>(Resolution)</b></li> </ul>	
Tuesday, November 19, 2013	MESD Board Meeting	MESD Board
	<ul style="list-style-type: none"> <li>• Presentation by Auditors – Talbot, Korvola &amp; Warwick of 2012-2013 Audit</li> </ul>	
Tuesday, December 18	MESD Board Meeting	MESD Board
	<ul style="list-style-type: none"> <li>• MESD Board Approves 2014-2015 Local Service Plan <b>(Resolution)</b></li> </ul>	
January 2014 thru March 2014		
	<ul style="list-style-type: none"> <li>• MESD Management develops the Proposed Budget</li> <li>• MESD Board appoints new Budget Committee members</li> <li>• MESD Management provides new member training</li> </ul>	MESD Board
January 10, 2014	Superintendent Council Meeting	Council
	<ul style="list-style-type: none"> <li>• MESD Superintendent delivers to Component Districts 2014-2015 Local Service Plan</li> </ul>	
<i>Thursday, February 27, 2014</i>		
	<i>Publish Notices of Budget Committee Meetings</i>	
	<ul style="list-style-type: none"> <li>• <i>Newspaper notice within 5-30 days before meeting – (ORS 294.401)</i></li> <li>• <i>Online notice for at least 10 days before meeting</i></li> </ul>	
March 1, 2014	Component District Boards	District Boards
	<ul style="list-style-type: none"> <li>• 2014-2015 Local Service Plan Approval (ORS 334.175(5)(b)/OAR 581-024-0285(2)) <b>(Resolution)</b></li> </ul>	
Friday, March 7, 2014	Access to Proposed Budget	
	<ul style="list-style-type: none"> <li>• Proposed budget document available to public – (ORS 294.401)</li> <li>• Open online access to Proposed Budget to the Budget Committee – no deliberations allowed</li> </ul>	
Monday, March 10, 2014	Budget Committee Meeting	Budget Committee
	<ul style="list-style-type: none"> <li>• Proposed Budget Presentation</li> <li>• Elect Board Committee Chair</li> <li>• Presentation of revenue forecast and assumptions</li> <li>• Superintendent’s Budget Message – (ORS 294.401)</li> <li>• Proposed Budget Presentation and Department Summaries – (ORS 294.401)</li> <li>• Public Comment</li> <li>• Budget Committee Recommendations</li> </ul>	
Monday, March 17, 2014	Budget Committee Meeting	Budget Committee
	<ul style="list-style-type: none"> <li>• Continue discussion of proposed budget presentation for approval</li> </ul>	

- Budget Committee Recommendations
- Approve Budget **(Resolution)**

**Multnomah ESD 2013-2014 Calendar for Fiscal Year 2014-2015 Budget (continued)**

Monday, March 31, 2014	Budget Committee Meeting <i>if necessary</i>	Budget Committee
	<ul style="list-style-type: none"> <li>• Continue discussion of proposed budget presentation for approval</li> </ul>	
Monday, April 7, 2014	Budget Committee Meeting <i>if necessary</i>	Budget Committee
	<ul style="list-style-type: none"> <li>• Continue discussion of proposed budget presentation for approval</li> </ul>	
Tuesday, April 15, 2014	Deadline to submit Approved Budget to TSCC (ORS 294.635)	
Friday, May 9, 2014	Publish Notices of TSCC Public Hearing	
	<ul style="list-style-type: none"> <li>• Newspaper notice within 5-30 days before hearing – (ORS 294.421)</li> <li>• FlashNews Alert notice of hearing – (ORS 294.421)</li> <li>• Online notice for at least 10 days before meeting</li> </ul>	
Tuesday, May 20, 2014	TSCC Public Hearing (ORS 294.430)	TSCC
Tuesday, June 17, 2014	MESD Board Meeting	MESD Board
	<ul style="list-style-type: none"> <li>• Adopt Budget, Appropriation, &amp; Certify Tax Levy (ORS 294.435) <b>(Resolution)</b></li> <li>• Each fund cannot be increased by more than 10% of Approved Budget</li> </ul>	
Tuesday, July 15	Deadline to File Certification of Tax Levy with Counties	

**ADOPTION OF MULTNOMAH ESD  
PROGRAMS AND SERVICES PROPOSALS  
FOR 2014-2015**

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_\_

This certifies that the following Resolution was adopted by the Board of Directors of \_\_\_\_\_ School District No. \_\_\_\_\_ on the \_\_\_\_\_ day of \_\_\_\_\_, 2014, in the manner proposed by law, and has not been altered or repealed.

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 2014.

\_\_\_\_\_  
Superintendent/Deputy Clerk  
School District No. \_\_\_\_\_

\*\*\*\*\*

**RESOLUTION**

BE IT RESOLVED that, according to ORS 334.175, the Board of Directors of \_\_\_\_\_ School District No. \_\_\_\_\_, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2014-2015 Local Service Plan - Multnomah Education Service District, EXCEPT:

**(Specify here each and every program not approved.  
If all are approved, please indicate "none".)**

Please note that in the event that the required resources are not available, each and every program and service is subject to reduction or elimination at the discretion of the Multnomah ESD Board. If such reductions or eliminations are necessary, they will be made through contingency planning in cooperation with the Superintendents of the local component districts.

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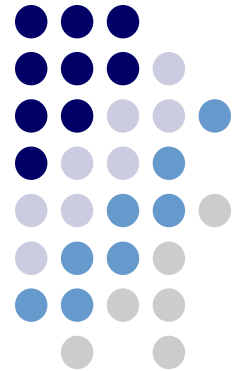
Multnomah Education Service District

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Portland, Oregon 97220

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# Department of Education



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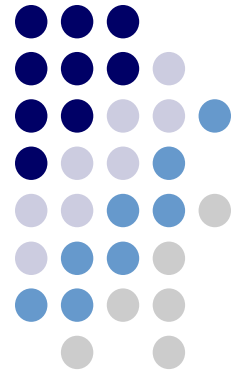
Multnomah Education Service District

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Portland, Oregon 97220

# Department of Education

## Instruction Services



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## Alpha High School Program

Alpha High School is a school-to-work program serving the needs of students who have been unsuccessful in a traditional high school setting. Alpha supports component districts' school improvement and retention efforts by providing an additional alternative education option.

Primary goals are:

1. Provide an educational program to learn social and job readiness skills
2. Earn academic credit toward an Oregon Standard High School Diploma and/or other related diploma options (Modified, Extended and Alternative Certificate)
3. A career development program that provides a variety of work-related experiences

Component districts have requested expanded placements for struggling students. Alpha accommodates this request by providing additional behavior intervention support and other support needs for struggling students. Individualized instruction and work experience opportunities are offered based on student needs. Services are available to meet the needs of English Language Learners (evaluating ELL students, providing English Language Development (ELD) instruction and administering the ELPA assessment) and students with disabilities.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** No Proposed Modifications

### Description of Services:

#### School-to-Work:

- Hands-on career experience is provided through partnerships with over 200 community businesses
- Specialized career opportunities (apprenticeships, focused curriculum at job sites and community college programs, computer training classes, paid internships) provide emphasis on job readiness and retention skills
- Work experience in seven career areas before selecting a career pathway
- Job site experiences are used as a resource for student projects
- Service learning activities combine academic and life-skill learning and career development
- Expanded on-site career development opportunities

#### Academic Instruction:

- Smaller classes provide ability to design individually tailored academic work
- Credit is earned toward a standard high school diploma
- Administration of all required state assessments

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**Alpha High School Program  
(continued)**

**Description of Services (continued):**

**Technology:**

- Instruction in utilizing technology to complete research based projects, reports, job applications, resumes, etc.

**Counseling:**

- Counseling component provides anger management, group counseling, alcohol and drug intervention, and emphasis on interpersonal relationship skills and positive self-development
- Environment that fosters tolerance, understanding and mutual respect among students
- Students gain collaboration and teamwork skills, and life skills needed to succeed in the classroom, in relationships, and in the workplace

**Other Educational Opportunities:**

- Component districts can enroll students on a part time or short-term basis
- Credit for Proficiency and on-line learning opportunities are available for students close to graduation, in need of credit recovery, and/or different options for earning credit towards graduation that are unavailable at the home high school

**Alpha Conservation Corps (ACC):**

Engage students in hands-on environmental projects that promote civic, personal and professional values in conjunction with science curriculum in the classroom. The Oregon Youth Conservation Corps (OYCC) grant provides essential financial support for this program. General purposes of the OYCC are:

- Establish a disadvantaged and at-risk youth work program in order to perform conservation work of public value
- Provide a means of needed assistance to protect, conserve, rehabilitate and improve the natural, historical and cultural resources of the state
- Increase educational training and employment opportunities by improving work skills, instilling a work ethic and increasing employability

**Statement of Positive Outcomes:**

- Increased graduation rate
- Increased school retention
- Increase in number of students who meet Oregon diploma requirements
- Increase in number of students involved with structured work experience and attainment of job/employment skills
- Increase in skills of conflict resolution
- Competency in work readiness skills
- Competency in personal management, communication, problem-solving and teamwork
- Career portfolio
- Student education plan and profile
- Senior project with an individualized plan for next steps to success
- Decrease in number of students involved with alcohol and drugs
- Retention of State School Funds; component districts receive ADMw for each student served

## Alpha Middle School Program

Alpha Middle School Program serves students in grades 6 through 8 who may have behavior problems, been expelled from component districts, are at-risk of expulsion or have drug and alcohol issues. The length of time each student remains in the program is determined by readiness criteria. The decision to remain or return to the home school is made collaboratively by school staff, the component district and parents.

Component districts have requested expanded placement for struggling students. Alpha accommodates this request by providing additional support for behavior intervention or other issues affecting struggling students. Services are available to meet the needs of English Language Learners (evaluating ELL students, providing English Language Development (ELD) instruction and administering the ELPA assessment) and students with disabilities. Classroom instruction for a student involves a service delivery model which is student-centered and supported by teachers, parents and other community-based programs and services.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** No Proposed Modifications

### Description of Services:

- Full day program
- Customized instruction to meet individualized needs
- Assessment of behavioral needs upon entrance to the program
- "Personalized Education Plan" focusing on behavioral, academic and interpersonal goals established between staff and student to increase the student's likelihood of success
- Opportunities to explore reasons students are expelled and/or unsuccessful, and equip with new skills necessary to survive in a school environment
- Long-term goals established to ensure successful return to their home schools or other alternative placement
- Instruction in basic skill and core content areas
- Counseling addressing behavioral or emotional problems and changing negative behaviors
- Violence prevention, anger-management and conflict resolution skills
- Administration of all required state assessments
- Development of team building, decision-making and goal setting
- Alcohol and drug intervention, education and support groups
- Service learning opportunities providing participation in projects which benefit the community, giving a directed, hands-on approach to learning that is relevant
- Opportunities to reflect on personal behaviors, collaboration and teamwork
- Cultural and gender specific support groups
- Gang prevention/intervention

**(continued on next page)**

**Alpha Middle School Program  
(continued)**

**Statement of Positive Outcomes:**

- Increase in retention
- Increase in number of students involved with service to the community
- Increase in conflict resolution skills
- Decrease in number of students involved with drugs and alcohol
- Decrease in violence-related incidents
- Retention of State School Funds; component districts receive ADMw for each student served
- Intervention and skill-guiding opportunities for students whose behaviors demonstrate a need of support in academic remediation, anger management, substance abuse, time management and violence prevention

## Alpha Evening School Program

Alpha Evening School serves the needs of students who have been unsuccessful in a traditional high school setting, whose schedule does not work with a traditional school day, or is in need of credit retrieval options. This is a part time program from 4:00 to 8:00 p.m.

Primary goals are:

1. Provide an educational program to earn academic credit toward an Oregon Standard High School Diploma and/or other related diploma options (Modified, Extended and Alternative Certificate)
2. Provide opportunities to learn social and career-readiness skills
3. Provide a variety of work-related experiences

Alpha supports component districts' school improvement and student retention efforts by providing an additional alternative education option. Component districts have requested expanded placements for struggling students. Alpha offers individualized instruction and work experience opportunities based on student needs. Services are available to meet the needs of ELL English Language Learners (evaluating ELL students, providing English Language Development (ELD) instruction and administering the ELPA assessment) and Special Education students with disabilities.

**Funding Option(s):** Contract

**Proposed Modification(s):** No Proposed Modifications

### Description of Services:

#### School-to-Career:

- Instruction in developing a career portfolio while learning skills and information leading to specialized career opportunities (apprenticeships, focused curriculum at job sites and community college programs, computer training classes, paid internships)
- Emphasis on job readiness and retention skills

#### Academic Instruction:

- Smaller classes provide the ability to design individually tailored academic work
- Credit is earned toward a standard high school diploma

#### Technology:

- Instruction in utilizing technology to complete research based projects, reports, job applications, resumes, etc.

#### Other Educational Opportunities:

- Component districts can enroll students on a part time or short-term basis
- Credit for Proficiency and on-line learning opportunities are available for students close to graduation, in need of credit recovery, and/or different options for earning credit towards graduation that are unavailable at the home high school

**Alpha Evening School Program  
(continued)**

**Statement of Positive Outcomes:**

- Increased graduation rate
- Increased school retention
- Increase in number of students who meet diploma requirements
- Increase in number of students involved with structured work experience and attainment of job/employment skills
- Increase in skills of conflict resolution
- Competency in work readiness skills
- Competency in personal management, communication, problem-solving and teamwork
- Career portfolio
- Student education plan and profile
- Senior project with an individualized plan for next steps to success
- Decrease in number of students involved with alcohol and drugs
- Retention of State School Funds; component districts receive ADMw for each student served



## Curriculum Services – Classroom Law Project (CLP)

Law related programs, services and support services are provided to teachers, students and identified component district staff to support curriculum and instructional needs. Individual plans are developed to outline the agreed upon law related services and programs that will be provided to meet the needs of participating component districts.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** No Proposed Modifications

### Description of Services:

#### Programs for Teachers:

- Fall conference with workshops on current civics issues and instructional materials
- Street Law: classroom assistance from law students for high school students
- Free class sets of *We the People* textbooks and teacher training for grades 5, 8 and high school on the Constitution and Bill of Rights
- Intensive week-long summer institute training for graduate credit

#### Programs for Students:

- Court tours for grades 5-12
- Law Day conferences for high school students on current legal issues
- Statewide Mock Trial competition for high school students; a non-competitive event for metro area schools and assistance for elementary through high school classes in selection of cases and set up
- High school students participate in the *We the People* Competition; a mock congressional hearing discussing topics from the texts with community leaders
- Assistance in conducting a non-competitive hearing for 5th and 8th grade classes

#### Support Services:

- Assistance in developing a Youth Summit on juvenile crime and violence
- Inservice training and consultation with teachers on new materials or topics
- LEXpress newsletter published four times a year
- Wide variety of program materials available through the lending library
- Teacher consultations and assistance including instruction in strategies and an introduction of relevant curriculum for the implementation and integration of the new K-12 civics standards
- Training and ongoing support for Measure 11 lesson plans for middle and high schools

### Statement of Positive Outcomes:

- Deliver law related curriculum and instructional programs/services utilizing CLP staff and resources
- Utilize MESD curriculum staff to assist with current information and assistance with special projects
- Access to a wide variety of resources , instructional materials and consultative services

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## Curriculum Services – School Improvement

Consultation, planning, and/or professional development services are provided to support curriculum development, implementation of federal No Child Left Behind (NCLB) and other state education initiatives. NCLB, state requirements and other identified issues are a priority for assistance. Other areas may be identified by need and prioritized by component districts.

Coordinate work of Oregon School Improvement Coaches working with component districts in order that targeted schools meet Annual Yearly Progress (AYP) and the expansion of professional development opportunities to include Oregon Data Project training at school sites and further roll out to schools of Common Formative Assessment training.

**Funding Option(s):** Resolution

**Proposed Modification(s):** No Proposed Modifications

### Description of Services:

- High quality and high impact Professional Development in the areas of reading, writing, and mathematics
- Facilitate training and visitations for Professional Learning Teams (PLT) for deeper implementation of Professional Learning Community (PLC) concepts and integration of DATA Team processes
- Develop and provide access to a variety of literacy based resources
- Facilitate regional network for elementary and secondary literacy coaches
- Plan regional level support activities/trainings to meet identified needs
- Facilitate integration of Oregon Data Project strategies into school-based professional learning teams and data teams
- Facilitate implementation of the Oregon High School Diploma requirements
- Assistance and coordination of a variety of specified projects identified and prioritized by the Curriculum and Instruction Advisory Committee to include ELL assessments, regional writing assessments, secured reading, writing and math work samples
- Facilitate development of alternative assessments in native languages to include writing and mathematics
- Maintain partnerships with local community colleges, universities, and related educational agencies (ODE, NWREL, etc.)
- Research assistance on literacy or other curriculum based topics/issues
- Facilitate and support the implementation of the Oregon Common Core Standards
- Facilitate and support the Goals and Initiatives of the MESD Superintendent Council
- To support collaborative work addressing the K-12 Milestones
- Assistance with locating, writing, facilitating and implementing grants and grant opportunities on behalf of our component districts
- Other needs may be discussed and agreed upon by component district representatives and MESD Curriculum Coordinator and/or Chief Program Officer of Education to include math specialist support and to develop a network for math specialists similar to that created for literacy
- Facilitate and support school appraisal team process

***(continued on next page)***

**Curriculum Services  
School Improvement  
(continued)**

**Statement of Positive Outcomes:**

- Benefit from technical assistance on curriculum, instruction, assessment and professional technical areas that are related to meeting state requirements
- Consistent high quality, high impact professional development services
- Liaison to ODE for assistance on basic school program and reform related initiatives
- Increased options available for students to gain high school credit, increase on-time graduation and decrease dropouts through the expansion of the essential skills assessment resources and support of credit by proficiency
- Strengthening the educational programs of component districts in alignment with federal and state education requirements and school improvement practices
- Training in the development of Essential Skills Work Samples; Reading and Writing and Mathematics for secondary high schools
- Facilitate the transition from Oregon Assessment of Knowledge and Skills (OAKS) on-line assessment to the Smarter Balance Assessments in 2014

## Helensview

Helensview School specializes in providing educational, support services and post-secondary transition services for youth, age 11-21, who have not been successful in other conventional and/or alternative school settings. Helensview serves those youth who are at-risk for dropping out, have already dropped out, or have been expelled. Students that attend Helensview may be challenged by a host of barriers that have previously made school attendance and success difficult. These challenges may include behavioral/anger issues, mental health issues, learning difficulties, substance abuse issues, involvement in the adult or juvenile justice system, gang involvement or just simply possess a general lack of motivation to attend school. Helensview students may experience unstable or minimal external support systems including homelessness. Helensview School is designed to address these issues within a strengths-based program committed to student success.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** No Proposed Modifications

### **Description of Services:**

- Oregon Standard High School Diploma and/or other related diploma options (Modified, Extended and Alternative Certificate)
- Administration of all required state assessments
- Individualized instruction to meet student needs
- Personalized Education Plan focusing on interpersonal, academic and transition goals
- Home visits and tracking services for the purposes of retention
- Psychiatric Nurse Practitioner on-site
  
- Instruction in basic skill and core content areas
- Special Education services, including IEP re-eligibility, annual reviews and implementation
- Mental Health assessments, medication management, referral and follow-up
- Therapeutic and Counseling services
- Violence prevention, anger management and conflict resolution skills
- Development of team building and decision-making skills
- Alcohol and drug assessment, intervention, education and support groups
- Service learning and community based work experience
- Cultural and gender specific support groups
- Gang prevention/intervention
- Theft prevention and intervention
- Instruction in digital music and recording
- Instruction in technology and computers
- Hands-on trades instruction
- Registered Nurse on-site
- Independent housing classes and housing assistance
- English language assessment and providing English Language Development (ELD) instruction

***(continued on next page)***

**Helensview  
(continued)**

**Description of Services (continued):**

- Job training, placement and support
- Transition services to post-secondary training and education programs
- Assistance with post-secondary and college placement financial aid and scholarships
- Assistance with post-secondary and college assessments and completion of courses
- Bus tickets and passes provided at no cost
- Breakfast, lunch and healthy snacks for all students and their children provided at no cost
- Tutoring program
- Flexible school schedules as needed
- Three to five week summer program offered

**Statement of Positive Outcomes:**

- Increased attendance and retention
- Increased graduation rates
- Improved demonstration of appropriate interpersonal skills
- Increased participation in pro-social behaviors and activities
- Increased achievement in applied and functional academics
- Increased rates of student employment
- Increased parenting education, social services support, health and medical care
- Increased participation in post-secondary training and education programs
- Increased economic self-sufficiency after graduation
- Decrease in violence-related incidents
- Lower rates of first-time criminal offenses
- Lower rates of recidivism for repeat offenders
- Increased achievement in applied and functional academics

## **Helensview Phoenix: Pregnant and Parenting Students**

Helensview School specializes in providing educational, support services and post-secondary transition services for youth, age 11-21, who have not been successful in other conventional and/or alternative school settings. Helensview serves those pregnant and parenting youth who are at-risk for dropping out, have already dropped out, or have been expelled. Students that attend Helensview may be challenged by a host of barriers that have previously made school attendance and success difficult. These challenges may include behavioral/anger issues, mental health issues, learning difficulties, substance abuse issues, involvement in the adult or juvenile justice system, gang involvement or just simply possess a general lack of motivation to attend school. Helensview students may experience unstable or minimal external support systems including homelessness. Helensview School is designed to address these issues within a strengths-based program committed to student success.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** No Proposed Modifications

### **Description of Services:**

- Oregon Standard High School Diploma and/or other related diploma options (Modified, Extended and Alternative Certificate)
- Administration of all required state assessments
- Personalized Education Plan focusing on interpersonal, educational and transition goals
- Therapeutic and counseling services
- Drug and alcohol assessments and counseling
- Mental Health assessments, medication management, referral and follow-up
- Adult and Family Services (AFS) eligibilities and case management
- Oregon Health Plan (OHP) eligibilities established on-site
- State Certified Child Development Center for children of students
- Instruction in digital music and recording
- Instruction in technology and computers
- Hands-on trades instruction
- Registered Nurse on-site
- Psychiatric Nurse Practitioner on-site
- Birth and family planning
- Child Care Center on-site
- Prenatal and parenting classes
- Home visits and tracking services for the purposes of retention
- Independent housing classes and housing assistance
- English language assessment and English Language Development (ELD) instruction
- Theft intervention/prevention groups
- Gang prevention/intervention
- Gender and culturally specific support services
- Service learning and community based work experience
- Job training, placement and support
- Transition services to post-secondary training and education programs

***(continued on next page)***

**Helensview Phoenix  
Pregnant and Parenting Students  
(continued)**

**Description of Services (continued):**

- Assistance with post-secondary and college placement financial aid and scholarships
- Assistance with post-secondary and college assessments and completion of courses
- Special Education services including IEP re-eligibility, annual reviews and implementation
- Breakfast, lunch and healthy snacks for students and their children provided at no cost
- Tutoring Program
- Flexible school schedules
- Three to five week summer program offered with childcare

**Statement of Positive Outcomes:**

- Increased attendance and retention
- Increased graduation rates
- Increased number of healthy infants and children (0-4)
- Increased achievement in applied and functional academics
- Increased rates of student employment
- Increased parenting education, social services support, and health and medical care
- Increased participation in post-secondary training and education programs
- Increased economic self-sufficiency after graduation
- Increased participation in pro-social behaviors and activities
- Improved demonstration of appropriate interpersonal skills
- Lower rates of first-time criminal offenses
- Lower rates of recidivism for repeat offenders
- Decrease in violence related incidents
- Retention of State School Funds; component districts receive ADMw for each student served



## Home School Notification

Parents who elect to teach students at home instead of enrolling their student(s) in a regular school must notify the MESD, as required by statute. MESD, as required by law, maintains a database with all student directory information, requests test results from students who fall under the OAR's requirement, submits reports to component districts to notify them of their home school population and maintains a web page as a resource for parents and component districts to refer to regarding the laws pertaining to home schooling.

**Funding Option(s):** Mandated

**Proposed modification(s):** No Proposed Modifications

### Description of Services:

- Resource to component districts
- Resource to families home schooling their children
- Liaison between home schooling families and component districts
- Liaison with Oregon Department of Education
- Monitor test scores and academic progress
- Determine eligibility for GED testing
- Report children being home schooled to component districts
- Issue statement of enrollment under Oregon Statute for Department of Motor Vehicle requirement

### Statement of Positive Outcomes:

- Increase in parent's compliance with Oregon Statutes
- Increase in component district awareness of home school participants

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## **Educational Programs in Adult Correction Facilities (Incarcerated Youth Program)**

Educational Programs in Adult Correction Facilities serves all school age incarcerated youth up to 21 years of age without diplomas who are detained in Multnomah County adult correctional facilities. Component districts are required by statute to provide educational services as required in ORS.339.129 and ORS.336.585.

The program also serves eligible school age youth who are residing in treatment programs within the secure area of the Multnomah County Juvenile Justice Complex. Some may have Individual Education Plans, but all are entitled to school services because of their age. Under state regulations, component districts are responsible for providing general and special education services to youth enrolled in treatment programs located within their district boundaries. (ORS.339.133 (4)).

Alternative education programs have been implemented at the Justice Center and Inverness Jail. Special Education Instructional Consultants provide instruction, which includes individualized programming, tutorial learning and independent study. Each student is interviewed and assessed upon entry to the program then placed in materials at his/her level and moved forward academically. Transcripts and special education records are requested from previous schools, reviewed and coursework is identified according to the student's need. Instruction takes place in a self-contained setting.

**Funding Option(s):** Resolution

**Proposed Modification(s):** No Proposed Modifications

### **Description of Services:**

- Determination and provision of appropriate educational services to all eligible youth
- Opportunity to earn credit toward graduation
- Opportunity to access one of the diploma options through their component district or an ESD operated program
- Documentation of student performance and credit earned
- Instruction in basic skills and core content areas moving students toward graduation requirements
- Curriculum adjustment in order to meet the needs of students with varying lengths of stay in the facilities
- Special Education services
- Review and update of Individual Education Plans
- Referral of youth 15 through 21 with suspected disabilities to component districts for evaluation
- Instruction in workplace readiness skills and independent living skills

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***Educational Programs in Adult  
Correction Facilities  
(continued)***

**Description of Services (continued):**

- Access to related services for youth through component districts
- Access to technical assistance through Oregon Department of Education
- Development of social skills, interpersonal relationships, problem solving and conflict resolution
- Documentation of participation and attendance necessary for state reports in an effort to recover component district costs
- Preparation of exit data to follow youth when appropriate
- Transition services to component district school programs upon release from corrections facilities

**Statement of Positive Outcomes:**

- Increased opportunities to earn a diploma
- Increased ability to continue education while held in custody
- Decrease in high school dropout rate

## Migrant Education Program

Migrant Education Program for East Multnomah County will provide services to students and families in Centennial, David Douglas, Gresham-Barlow, Parkrose and Reynolds school districts.

The Migrant Education Program assists component districts by providing direct instruction to students and by acting as a liaison between students, schools, parents and local service providers.

We have four measurable program outcomes in the areas of reading, math, school readiness and graduation. First, our program supports kindergarten through high school students who are deemed a priority for service. We provide supplemental services to those students in small groups and individually to help increase test scores in reading and math. We also support those students in numerous ways to try to increase overall graduation rates. We provide those services in an after school setting and during non-content area classes during the day. Second, we partner with Head Start to provide pre-school programming for migrant preschool age children. Finally, we support parents in numerous ways by providing six parent meetings throughout the year where we educate parents about local school policies, graduation requirements, school readiness, and how they can help support their children in reading and math. Parents are given information about local service providers to support their social service needs. All migrant staff in this program meet the paraprofessional requirements under No Child Left Behind and all staff are bilingual in English and Spanish.

**Funding Option(s):** Federally Mandated – State Grant

**Proposed Modification(s):** No Proposed Modifications

### Description of Services:

#### Migrant Students:

- Supplemental academic services
- Free accident insurance through the Migrant Education Program
- Free breakfast and lunch
- Family/school communications
- Migrant Summer School
- El Futuro Preschool in conjunction with Mt. Hood Community College Head Start
- Involvement with the Oregon Migrant Leadership Institute

#### Migrant Families:

- Parent meetings covering academic focused topics
- School/family communication and involvement
- Information and assistance in obtaining community/social services

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**Migrant Education Program  
(continued)**

**Description of Services (continued):**

**Component Districts:**

- Translation and interpretation services between schools and families when not already provided by the local district
- Supplemental bilingual services to students
- Bilingual supports to students, families and schools

**Statement of Positive Outcomes:**

**Additional resources in serving students with many academic, language, cultural and social needs**

- Community supports to help families adjust to issues of new language and new culture, including a different style of educational system
- Social, emotional and academic supports for students
- Liaison services to students, schools, families and community services for better understanding of services and how to access them

## Non-English Speaking Students

Portland Public Schools submits a yearly plan of how they will expend transit dollars in support of programs for ESL students within their district. This plan varies from year to year depending on the needs of the students identified within the district.

**Funding Option(s):** Resolution

**Proposed Modification(s):** No Proposed Modifications

### Description of Services:

- ESL Bilingual staff, both teachers and education assistants, are funded by transit dollars
- Objectives of the program included:
  1. Identify students with a first language other than English
  2. Assess students referred to the assessment center
  3. Assure each student develops oral, reading and written English skills to ensure functioning in the mainstream

### Statement of Positive Outcomes:

- Support in meeting state standards
- Continued support within the regular education environment
- Supports the needs of identified ESL students within Portland Public School District

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## Outdoor Schools

The Outdoor Schools (ODS) program provides second through twelfth grade students an opportunity to participate in residential field-based science, integrated social studies programs and other academic areas with social skills experience. Staff are employed to ensure a rich learning experience where students and their teachers can explore forests, streams, fields and historical sites. ODS staff are trained specialists in natural sciences, social sciences and youth leadership. The reputation of the ODS program attracts potential employees nation-wide.

High school students are selected and trained as Student Leaders to volunteer for one to six days. Student Leaders assist the instructional staff in teaching each program's curriculum and participate in all activities. They also provide leadership by living in the cabins with students in the sixth grade programs.

Detailed descriptions of each option from which the component districts may choose, as well as the effects on the students who participate follows.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** No Proposed Modifications

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## **Sixth Grade Offering Level 1: Outdoor School**

### **Description of Services:**

#### **Cost per district includes:**

- Residential experience: Six days and five nights
- 22.5 hours of field instruction
- 5 hours of classroom time with classroom teacher
- 45 hours of community building and living group interaction
- Student and teacher preparation resources and materials
- 1 hour classroom orientation prior to Outdoor School by ODS staff
- A family open house at Outdoor School site prior to Outdoor School
- Accommodations and staffing for students with special needs

#### **Sixth Grade Academic Instruction:**

- Student to instructor ratio is small (1 adult to 8 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 3 students) with classroom teachers on site for all instructional times. Classroom teachers, present throughout the experience, provide joint supervision of students in cooperation with ODS staff.
- Science instruction is the cornerstone of the science curriculum and also addresses many of the 8th grade science benchmarks. Students participate in 22.5 hours of hands-on, field-based science activities in soil, water, plants and animal study. Culminating activities allow students to apply science inquiry methods and concepts. In addition to science instruction, students receive character education and concrete learning experiences in art, music, physical education and performing arts.
- Living groups provide powerful cross-cultural experiences that help students build community within diversity and develop problem solving skills
- Over forty years of experience has demonstrated that the unique elements of Outdoor School, including length of time on site, group interactions, Student Leader bonds and structured events, aid in retention of science concepts

#### **High School Academic Instruction:**

- Alignment of academic objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements
- Outdoor School directly influences high school students' career choices, directing many towards careers in education, natural resources, natural sciences and social work

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**OUTDOOR SCHOOLS**  
**Sixth Grade Offering Level 1**  
**Outdoor School**  
**(continued)**

**Description of Services (continued):**

**Special Needs and Inclusion Program:**

- Incorporates students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care
- ODS Student Services Assistant works with parents, teachers, medical staff, ODS School staff and trained volunteers to provide a positive inclusive experience

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

**Statement of Positive Outcomes:**

- Cornerstone of sixth grade Science curriculum
- Highly and widely respected over 45 year-old sixth grade program that is part of the regional heritage
- National model for residential environmental education for students and high school students
- Hands-on, field-based science activities
- Opportunity for students and their teachers to develop a unique bond based on a shared experience
- Unique opportunity for students and high school students to interact in a positive, controlled environment
- Learning experience for both students and high school students that is consistently reported as one of the most highly valued components of their K-12 education
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for diverse populations of students throughout the region to interact in a positive, controlled environment
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples and fulfill requirements for work experience or community service without the addition of school district staff or funds

## **Sixth Grade Offering**

### **Level 2: Modified Outdoor School - Five Days- Four Nights**

#### **Description of Services:**

##### **Cost per district includes:**

- Residential experience: Five days and four nights
- 17.5 hours of field instruction
- 4 hours of classroom time with classroom teacher
- 36 hours of community building and living group interaction
- Student and teacher preparation resources and materials
- 1 hour classroom orientation prior to Outdoor School by staff
- A family open house at Outdoor School site prior to Outdoor School
- Accommodations and staffing for students with special needs

##### **Sixth Grade Academic Instruction:**

- Student to instructor ratio is small (1 adult to 8 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 3 students) with classroom teachers on site for all instructional times. Classroom teachers, present throughout the experience and provide joint supervision of students in cooperation with Outdoor School staff.
- Science instruction is aligned with state content standards and addresses many of the 8th grade science benchmarks
- 17.5 hours of hands-on, field-based science activities in soil, water, plants and animal study. Culminating activities allow students to apply science inquiry methods and concepts. In addition to science instruction, students receive character education and concrete learning experiences in art, music, physical education and performing arts.
- Living groups provide cross-cultural experiences that help build community within diversity and develop problem solving skills

##### **High School Academic Instruction:**

- Alignment of objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use their leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements

##### **Special Needs and Inclusion Program:**

- Incorporates students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care
- ODS Student Services Assistant works with parents, teachers, medical staff, ODS staff and trained volunteers to provide positive inclusive experiences

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

***(continued on next page)***

**OUTDOOR SCHOOLS**  
**Sixth Grade Offering**  
**Level 2 – Modified**  
**(continued)**

**Statement of Positive Outcomes:**

- Powerful complement to sixth grade Science curriculum
- National model for residential environmental education for students and high school students
- Hands-on, field-based science activities
- Opportunity for students and teachers to develop a unique bond based on a shared experience
- Unique opportunity for students and high school students to interact in a positive, controlled environment
- Learning experience for both students and high school students that is consistently reported as one of the most highly valued components of their K-12 education
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for diverse populations of students throughout the region to interact in a positive, controlled environment
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples and fulfill requirements for work experience or community service without the addition of school district staff or funds

## **Sixth Grade Offering**

### **Level 3: Modified Outdoor School Four Days – Three Nights**

#### **Description of Services:**

##### **Cost per district includes:**

- Residential experience: Four days and three nights
- 12.5 hours of field instruction
- 3 hours of classroom time with classroom teacher
- 27 hours of community building and living group interaction
- Student and teacher preparation resources and materials
- 1 hour classroom orientation by staff prior to Outdoor School
- Accommodations and staffing for students with special needs

##### **Sixth Grade Academic Instruction:**

- Student to instructor ratio is small (1 adult to 8 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 4 students) with classroom teachers on site for all instructional times.
- Classroom teachers, present throughout the experience and provide joint supervision of students in cooperation with ODS staff.
- Science instruction complements further science instruction done in the classroom. Students will spend 12.5 hours in hands-on, field-based science activities in soil, water, plants and animal study. In addition, students receive concrete learning experiences in music, physical education and art.

##### **High School Academic Instruction:**

- Aligned academic objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use their leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements

##### **Special Needs and Inclusion Program:**

- Incorporates students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care
- ODS Student Services Assistant works with parents, teachers, medical staff, ODS staff and trained volunteers to provide positive inclusive experiences

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

***(continued on next page)***

**OUTDOOR SCHOOLS**  
**Sixth Grade Offering**  
**Level 3 – Modified**  
**(continued)**

**Statement of Positive Outcomes:**

- Powerful complement to sixth grade Science curriculum
- National model for residential environmental education for students and high school students
- Hands-on, field-based science activities
- Opportunity for students and teachers to develop a unique bond based on a shared experience
- Unique opportunity for students and high school students to interact in a positive, controlled environment
- Learning experience for both students and high school students that is consistently reported as one of the most highly valued components of their K-12 education
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for diverse populations of students throughout the region to interact in a positive, controlled environment
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples and fulfill requirements for work experience or community service without the addition of school district staff or funds



## **Sixth Grade Offering Level 4: Field Science Experience**

### **Description of Services:**

#### **Cost per district includes:**

- Residential experience: Three days and two nights
- 9.5 hours of field instruction
- 2 hours of classroom time with classroom teacher
- 18 hours of community building and living group interaction
- Student and teacher preparation resources and materials
- Accommodations and staffing for students with special needs

#### **Sixth Grade Academic Instruction:**

- Student to instructor ratio is small (1 adult to 10 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 4 students) with classroom teachers on site for all instructional times. Classroom teachers, present throughout the experience and provide joint supervision of students in cooperation with ODS staff.
- Science instruction complements further science instruction done in the classroom. Students will spend 9.5 hours in hands-on, field-based science activities in soil, water, plants and animal study. In addition, students receive concrete learning experiences in music, physical education and art.

#### **High School Academic Instruction:**

- Aligned academic objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use their leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements

#### **Special Needs and Inclusion Program:**

- Incorporates students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care
- ODS Student Services Assistant works with parents, teachers, medical staff, Field Science Experience staff and trained volunteers to provide positive inclusive experiences

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

***(continued on next page)***

**OUTDOOR SCHOOLS**  
**Sixth Grade Offering**  
**Level 4 – Field Science Experience**  
**(continued)**

**Statement of Positive Outcomes:**

- Powerful complement to sixth grade Science curriculum
- National model for residential environmental education for students and high school students
- Hands-on, field-based science activities
- Opportunity for students and teachers to develop a unique bond based on a shared experience
- Unique opportunity for students and high school students to interact in a positive, controlled environment
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for diverse populations of students throughout the region to interact in a positive, controlled environment
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples and fulfill requirements for work experience or community service without the addition of school district staff or funds

## **Sixth Grade Offering Level 5: Snapshot of Science**

### **Description of Services:**

#### **Cost per district includes:**

- Residential experience: Two day and one night
- 8 hours of field instruction
- 1 hour of classroom time with classroom teacher
- 9 hours of community building and living group interaction
- Student and teacher preparation resources and materials
- Accommodations and staffing for students with special needs

#### **Sixth Grade Academic Instruction:**

- Student to instructor ratio is small (1 adult to 12 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 4 students) with classroom teachers on site for all instructional times. Classroom teachers, present throughout the experience and provide joint supervision of students in cooperation with ODS staff.
- Science instruction complements science instruction done in the classroom. Students will spend eight hours in hands-on field-based science activities in soil, water, plants and animal study. In addition, students receive concrete learning experiences in music, physical education and art.

#### **High School Academic Instruction:**

- Aligned academic objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements

#### **Special Needs and Inclusion Program:**

- Incorporates students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

***(continued on next page)***

**OUTDOOR SCHOOLS**  
**Sixth Grade Offering**  
**Level 5 – Snapshot of Science**  
**(continued)**

**Statement of Positive Outcomes:**

- Powerful complement to sixth grade Science curriculum
- National model for residential environmental education for students and high school students
- Hands-on, field-based science activities
- Opportunity for students and teachers to develop a unique bond based on a shared experience
- Unique opportunity for students and high school students to interact in a positive, controlled environment
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for diverse populations of students throughout the region to interact in a positive, controlled environment
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples for and fulfill requirements for work experience or community service without the addition of school district staff or funds

# **Fifth Grade Offering Investigating Our World**

## **Description of Services:**

### **Cost per class includes:**

- Residential experience: Two days and one night
- 7.5 hours of field instruction
- 8 hours of community building and living group interaction
- Accommodations and staffing for students with special needs

### **Fifth Grade Academic Instruction:**

- Student to instructor ratio is small (1 adult to 13 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 4 students) with classroom teachers on site for all instructional times. Classroom teachers, present throughout the experience and provide joint supervision of students in cooperation with ODS staff.
- Science instruction is aligned with state content standards and complements science instruction done in the classroom. Students will spend 7.5 hours in hands-on science activities including: hand lens and microscope activities, a planetarium and models of stars and the solar system, variables in scientific methods using challenging activities and ethno botany and plant art. In addition, students receive concrete learning experiences in music, physical education and art.

### **High School Academic Instruction:**

- Aligned academic objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements

### **Special Needs and Inclusion Program:**

- Incorporates students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care

### **Parent Participation:**

- Schools bring parent volunteers with them to the program. Parents help supervise living groups of students, assist in instruction of activities and participate in recreational and structured events.
- Opportunity for parents to fully participate in a school event strengthens the school/parent partnership and enables parents to take a unique and active role in student learning

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

***(continued on next page)***

**OUTDOOR SCHOOLS**  
**Fifth Grade Offering**  
**Investigating Our World**  
**(continued)**

**Statement of Positive Outcomes:**

- Opportunity for an entire component district's fifth grade students to participate in a unique residential experience that has been a contracted fee for service program
- Hands-on field-based science activities that integrate with the classroom learning students have done in school
- Opportunity for students and teachers to develop a unique bond based on a shared experience
- Unique opportunity for students and high school students to interact in a positive, controlled environment
- Unique opportunity for teachers, students and parents to participate in an educational program together
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for diverse populations of students throughout the region to interact in a positive, controlled environment
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples and fulfill requirements for work experience or community service without the addition of school district staff or funds

# Fourth Grade Offering Oregon Trail Overnight

## Description of Services:

### Cost per class includes:

- Residential experience: Two days and one night
- 6 hours of field instruction
- 40 minutes of classroom time with classroom teacher
- 8 hours of community building and living group interaction
- Accommodations and staffing for students with special needs

### Fourth Grade Academic Instruction:

- Student to instructor ratio is small (1 adult to 13 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 8 students) with classroom teachers on site for all instructional times. Classroom teachers, present throughout the experience and provide joint supervision of students in cooperation with ODS staff.
- Instruction is aligned with state content standards and complements instruction done in the classroom. Students will spend 6 hours in hands-on activities that include: science activities, pioneer living skills, cooking over fires, ethno botany, panning, mapping, journal writing and drawing. In addition, students receive concrete learning experiences in mathematics, language arts, drama, social studies, music, physical education and art.

### High School Academic Instruction:

- Aligned academic objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements.

### Special Needs and Inclusion Program:

- Incorporates students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care needs

### Parent Participation:

- Participating schools bring parent volunteers with them to the program. Parents help supervise living groups of students, assist in instruction of activities and participate in recreational and structured events.
- Opportunity for parents to fully participate in a school event strengthens the school/parent partnership and enables parents to take a unique and active role in student learning

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

***(continued on next page)***

**OUTDOOR SCHOOL**  
**Fourth Grade Offering**  
**Oregon Trail Overnight**  
**(continued)**

**Statement of Positive Outcomes:**

- Opportunity for an entire component district's fourth grade students to participate in a unique residential experience that has been a contracted fee for service program
- Hands-on field-based science activities, social studies activities, language arts activities and math activities that integrate with the classroom learning students have done in school
- Opportunity for students and teachers to develop a unique bond based on a shared experience
- Unique opportunity for teachers, students and parents to participate in an educational program together
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for diverse populations of students throughout the region to interact in a positive, controlled environment
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples and fulfill requirements for work experience or community service without the addition of school district staff or funds
- Learning experience for students to explore more fully the unique history of our region



## **Third Grade Offering Wetlands and Waterways**

### **Description of Services:**

#### **Cost per class includes:**

- Residential experience: Two day and one night
- 7.5 hours of field instruction
- 8 hours of community building and living group interaction
- Accommodations and staffing for students with special needs

#### **Third Grade Academic Instruction:**

- Student to instructor ratio is small (1 adult to 13 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 4 students) with classroom teachers on site for all instructional times. Classroom teachers, present throughout the experience and provide joint supervision of students in cooperation with ODS staff.
- Science instruction is aligned with state content standards and complements science instruction done in the classroom. Students will spend 7.5 hours in hands-on science activities including: water quality, river, pond and wetlands habitat, riparian animals, art, poetry and the salmon life cycle. In addition, students receive concrete learning experiences in music, physical education and art.

#### **High School Academic Instruction:**

- Aligned academic objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements

#### **Special Needs and Inclusion Program:**

- Incorporates students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care

#### **Parent Participation:**

- Participating schools bring parent volunteers with them to the program. Parents help supervise living groups of students, assist in instruction of activities and participate in recreational and structured events.
- Opportunity for parents to fully participate in a school event strengthens the school/parent partnership and enables parents to take a unique and active role in student learning

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

***(continued on next page)***

**OUTDOOR SCHOOLS**  
**Third Grade Offering**  
**Wetlands and Waterways**  
**(continued)**

**Statement of Positive Outcomes:**

- Opportunity for an entire district's third grade students to participate in a unique residential experience that has been a contracted fee for service program
- Hands-on field-based science activities that integrate with the classroom learning students have done in school
- Opportunity for students and teachers to develop a unique bond based on a shared experience
- Unique opportunity for students and high school students to interact in a positive, controlled environment
- Unique opportunity for teachers, students and parents to participate in an educational program together
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for the diverse populations of students throughout the region to interact in a positive, controlled environment
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples and fulfill requirements for work experience or community service without the addition of school district staff or funds

## **Second Grade Offering Exploring Nature**

### **Description of Services:**

#### **Cost per class includes:**

- 1 Day, 10 hour experience
- 4.25 hours of field instruction
- Accommodations and staffing for students with special needs

#### **Second Grade Academic Instruction:**

- Student to instructor ratio is small (1 adult to 13 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 4 students) with classroom teachers on site for all instructional times. Classroom teachers, present throughout the experience and provide joint supervision of students in cooperation with ODS staff.
- Science instruction is aligned with state content standards and complements science instruction done in the classroom. Students will spend 4.25 hours in hands-on science activities including: forest habitat, indigenous animals, food chains and arthropods. In addition, students receive concrete learning experiences in public presentation, music, physical education and art.

#### **High School Academic Instruction:**

- Aligned academic objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements

#### **Special Needs and Inclusion Program:**

- Incorporates students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care

#### **Parent Participation:**

- Participating schools bring parent volunteers with them to the program. Parents help supervise groups of students, assist in instruction of activities and participate in recreational and structured events.
- Opportunity for parents to fully participate in a school event strengthens the school/parent partnership and enables parents to take a unique and active role in student learning

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

***(continued on next page)***

**OUTDOOR SCHOOLS**  
**Second Grade Offering**  
**Exploring Nature**  
**(continued)**

**Statement of Positive Outcomes:**

- Opportunity for an entire district's second grade students to participate in a unique educational experience that has been a contracted fee for service program
- Hands-on field-based science activities that integrate with the classroom learning students have done in school
- Opportunity for students and teachers to develop a unique bond based on a shared experience
- Unique opportunity for students and high school students to interact in a positive, controlled environment
- Unique opportunity for teachers, students and parents to participate in an educational program together
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for diverse populations of students throughout the region to interact in a positive, controlled environment
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples and fulfill requirements for work experience or community service without the addition of school district staff or funds

## **Seventh Grade Offering Passages Through Time - Five Days- Four Nights**

### **Description of Services:**

#### **Cost per district includes:**

- Residential experience: Five days and four nights
- 17.5 hours of field instruction
- 4 hours of classroom time with classroom teacher
- 36 hours of community building and living group interaction
- 1 hour classroom orientation prior to Outdoor School by staff
- Accommodations and staffing for students with special needs

#### **Seventh Grade Academic Instruction:**

- Student to instructor ratio is small (1 adult to 8 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 3 students) with classroom teachers on site for all instructional times. Classroom teachers, present throughout the experience and provide joint supervision of students in cooperation with Outdoor School staff.
- Social Studies and Science instruction is aligned with state content standards and addresses many of the 8th grade science benchmarks
- 17.5 hours of hands-on, field-based social studies and science activities in genetics, geography, and history. Culminating activities allow students to apply learning to current events and local issues. In addition to social studies and science instruction, students receive character education and concrete learning experiences in art, music, physical education and performing arts.
- Living groups provide cross-cultural experiences that help build community within diversity and develop problem solving skills

#### **High School Academic Instruction:**

- Alignment of objectives with Oregon State Academic Content Standards, new diploma requirements and essential skills
- Student Leaders can use their leadership and academic experience to provide work samples to demonstrate proficiency and to fulfill work-experience or community service requirements

#### **Special Needs and Inclusion Program:**

- Incorporates all students with special needs, i.e. multiple disabilities, severe emotional needs, medical needs and physical and mental challenges, providing them an opportunity to participate
- Accommodations are made for academic, medical, social, emotional and physical care
- ODS Student Services Assistant works with parents, teachers, medical staff, ODS staff and trained volunteers to provide positive inclusive experiences

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD: Student Transportation

***(continued on next page)***

**OUTDOOR SCHOOLS**  
**Seventh Grade Offering**  
**Passages Through Time**  
**(continued)**

**Statement of Positive Outcomes:**

- Powerful complement to seventh grade curriculum
- National model for residential environmental education for students and high school students
- Hands-on, field-based social studies and science activities
- Opportunity for students and teachers to develop a unique bond based on a shared experience
- Unique opportunity for students and high school students to interact in a positive, controlled environment
- Model inclusion program where all children participate in academic instruction as well as social interaction
- Opportunity for high school students to earn credits
- Opportunity for high school students to complete work samples and fulfill requirements for work experience or community service without the addition of school district staff or funds

## **Arata Creek – Social Emotional Skills Program**

The program provides academic instruction, behavioral intervention and social skills training. Space is available for 55 students at Arata Creek School. The school provides a full continuum of educational and support services to elementary, middle and high school classrooms. The exact configuration of the classrooms is dependent upon the projected ages and number of students in need of service.

Students typically are eligible for special education services. Most have demonstrated severe behavior disorders within the regular school, treatment programs or residential placements. Referred students usually include impulsivity, oppositional and/or aggressive behaviors as part of their behavioral response patterns. Some are involved with other community or governmental agencies.

Structured behavioral interventions and behavior plans are adhered to at the site. At the high school level, the behavior intervention plans are tied to the benchmarks identified in the career-related learning standards, in school and in the work place. Staff are trained in safety systems: Crisis Prevention Institute (CPI) and Oregon Intervention System (OIS).

Counseling service and coordination with Juvenile Justice, Department of Human Services and other agencies is provided by licensed staff. A Behavioral Intervention Consultant and the teaching staff provide educational assessment upon intake; program orientation for students, parents and district representatives; and weekly problem-solving regarding academic and behavioral issues that impact learning.

The Behavioral Intervention Consultant facilitates the transition of students back to their component district who have repeatedly demonstrated social skills and violence prevention strategies needed to be successful in less restrictive environments. The core components of the program include academic instruction, social skills instruction and positive behavioral interventions. A Continuum System includes predefined expected behavior, reward systems that is designed individually and well-defined consequences, provide the core of the behavioral intervention. Functional behavior assessments and positive behavioral intervention plans are designed, implemented and evaluated for specific behaviors that interfere with academic or social progress.

The Continuum Program takes a minimum of one year of consistent behavior intervention, social skills, violence prevention instruction and academic instruction under optimum circumstances to be completed by a student.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** No Proposed Modifications

***(continued on next page)***

**Arata Creek  
Social Emotional Skills Program  
(continued)**

**Description of Services:**

- Comprehensive intake which includes a review of the IEP, program description and a tour of the school with parents, student, community service providers and component district representatives
- Individual and/or group counseling for students as identified in each student's IEP as well as a Mental Health Counselor from Trillium on site
- Systematic planning with the component district and building staff for reintroducing graduating students (amount of service and duration of service is dependent upon individual student needs)
- Coordination/consultation with other governmental, community mental health and medical agencies involved in planning for students and families
- Parent support
- Small group or individual instruction according to each student's IEP and Common Core State Standards
- Educational planning meetings by an IEP team with the component district
- English Language Learner services consisting of (evaluating ELL students, providing English Language Development (ELD) instruction and administering the ELPA assessment)
- Re-evaluations for triennial eligibility reviews
- Visitations and program explanation for component district personnel and parents
- On-site nursing services
- On-site speech-language services
- On-site occupational therapy services
- Entire school staff trained in non-violent crisis intervention by a certified trainer of the Crisis Prevention Institute
- Community based instruction opportunities are provided using an MESD owned activity vehicle and trained drivers
- Administration of all required state assessments
- Weekly classroom team planning
- Reporting to community agencies as requested or required
- Accommodation and modifications to the regular curriculum to meet student needs
- Supplies and materials for classrooms and staff

**Statement of Positive Outcomes:**

- Option of a public facility placement for students in grades K-12 with severe behavior challenges coupled with significant academic needs
- Offers students continuity of working through a four step behavioral continuum and completing their high school education either through accessing MESD alternative education options
- Provides counseling, behavioral consultation, speech-language service, Trillium mental health services, and occupational therapy
- Instruction in social/emotional skills, academic skills and other core curricular areas as identified by each student's Individual Education Plan, and to measure performance of student progress



## Student Assessment Services (SAS)

Student Assessment Services (SAS) provides component districts access to test and survey processing, research, evaluation, staff development and student performance monitoring services. Services include providing materials, scoring and producing reports for off-year performance assessments/work samples and providing broad-based assessment assistance in conjunction with the state's assessment program. Performance based assessments in several areas are provided to help component districts' improvement plans and school profiles, support school improvement efforts and provide a wide variety of staff development services on assessment related topics to include the transition to the Smarter Balance Assessments scheduled for 2014.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** No Proposed Modifications

### Description of Services:

- Maintain a supply of materials, needed expertise to establish in-house processing systems and train school staff in test administration, scoring and interpretation of open-ended performance tests
- SAS staff provide technical assistance, training and support for schools' utilization of Smarter Balance, the state's on-line testing system, as well as traditional paper/pencil assessments
- Variety of trainings/workshops are available that are associated with general assessment practices in addition to Oregon's performance assessment procedures
- Available to train raters, hold orientation workshops for teachers and conduct more extensive staff development programs designed to support the use of assessment data to improve instruction in the classroom
- Full support for all test instruments that are part of Oregon Statewide Assessment

### Statement of Positive Outcomes:

- Countywide performance assessments in math and writing (scored work samples)
- Support services, workshops and materials to help component districts administer, interpret and use test results effectively
- Access to a variety of training opportunities/workshops that are associated with general assessment practices, in addition to Oregon's performance assessment procedures
- Access to technical assistance, training and support for participation in state assessment
- Support services related to report generation and effective use of test results
- Training and support to address the expanded assessment procedures and the modifications with the Oregon Writing Assessments and to provide support for the development of a local alternative options to the Smarter Balance

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## **Alternative Pathways (A TRIO/Talent Search Grant)**

Alternative Pathways is an educational program designed to assist high school students who are the first in their family to go to college, are from low-income families, and have the potential to succeed in higher education.

The program has served students in alternative high schools throughout Portland since 1998. Throughout the year, a minimum of 510 alternative high school students are enrolled in Alternative Pathways.

In the fall of 2002, the program was awarded the federal TRIO/Talent Search grant to expand services to students. In 2011, Alternative Pathways was awarded a third, five-year grant cycle. TRIO/Talent Search is funded through the US Department of Education. TRIO is an educational opportunity for low-income and first-generation students and was established with the passage of Title IV of the Higher Education Act of 1965. The goal of TRIO is to assist students to overcome financial, class, social and cultural barriers to higher education.

Alternative Pathways employs 1.5 college advocates, one director, and one administrative assistant to deliver services to ten area alternative high schools: Alliance at Benson and Meek High Schools, Alpha High School, Centennial Learning Center, Helensview High School, New Avenue for Youth, Open Meadow High School, POIC/Rosemary Anderson High School, Portland Youth Builders, and Reynolds Learning Academy.

**Funding Option(s):** Federal Grant

**Proposed Modification(s):** No Proposed Modifications

### **Description of Services:**

- Weekly postsecondary education prep courses
- One-on-one academic advising and transition planning
- College tours and guest speakers
- Assistance with financial aid and scholarship applications
- Financial Literacy Workshops
- Assistance with college applications
- Waivers available for college entrance exams and exam prep classes
- Transition support upon enrolling in postsecondary education
- Parent information workshops
- Scholarships

***(continued on next page)***

***Alternative Pathways  
(continued)***

**Statement of Positive Outcomes:**

- Increased graduation rate
- Increased school retention
- Increase in postsecondary educational program enrollment
- Increased economic self-sufficiency after graduation
- Competency in postsecondary learning opportunities
- Competency in personal management, communication, and problem-solving
- Provides career pathways to postsecondary education
- Individualized plan for next steps to success
- Retention of State School Funds; component districts receive ADM for each student served
- Access to a wide variety of resources, instructional materials and consultative services
- Provides parents with information for postsecondary educational opportunities

## **Education Programs in Juvenile Detention/Correction Facilities**

The Donald E Long Program is located at Multnomah County Juvenile Justice Center. Donald E. Long (DEL) operates a contract between the Oregon Department of Education (ODE) and MESD. The ODE education program serves youth while in detention. Classrooms are self-contained in a lockdown environment. Staff emphasizes academic work in the Division 22 standards for language arts, social studies, and mathematics using teacher directed activities, state adopted textbooks, Compass Learning® Online Education, and supplemental materials. The goal is to provide as many opportunities as possible to earn identified credits in the content areas needed to be successful in school and life.

Ocean Dunes High School is located at Camp Florence Transition Center in Florence, Oregon and is operated by the Oregon Youth Authority. Ocean Dunes High School operates a contract between the Oregon Department of Education (ODE) and MESD. The ODE education program serves youth while in detention. Classrooms are self-contained in a lockdown environment. Staff emphasizes academic work in the Division 22 standards for language arts, social studies, and mathematics using teacher directed activities, state adopted textbooks, Compass Learning® Online Education, and supplemental materials. The goal is to provide as many opportunities as possible to earn identified credits in the content areas needed to be successful in school and life.

Three Lakes High School is located at Oak Creek Youth Correctional Facility in Albany, Oregon and is operated by the Oregon Youth Authority. Three Lakes High School operates a contract between the Oregon Department of Education (ODE) and MESD. The ODE education program serves youth while in detention. Classrooms are self-contained in a lockdown environment. Staff emphasizes academic work in the Division 22 standards for language arts, social studies, and mathematics using teacher directed activities, state adopted textbooks Compass Learning® Online Education, and supplemental materials. The goal is to provide as many opportunities as possible to earn identified credits in the content areas needed to be successful in school and life.

Yamhill Detention Program is located at Yamhill Detention Facility in McMinnville, Oregon. Yamhill Detention Program operates a contract between the Oregon Department of Education (ODE) and MESD. The ODE education program serves youth while in detention. Classrooms are self-contained in a lockdown environment. Staff emphasizes academic work in the Division 22 standards for language arts, social studies, and mathematics using teacher directed activities, state adopted textbooks, Compass Learning® Online Education, and supplemental materials. The goal is to provide as many opportunities as possible to earn identified credits in the content areas needed to be successful in school and life.

**Funding Option(s):** Contract

**Proposed Modification(s):** No Proposed Modifications

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**Education Programs in Juvenile Detentions  
and Correction Facilities (continued)**

**Description of Services:**

- Close Custody Units-serve youth waiting for trial, hearings, and/or probation violations. Youth may be detained for days, weeks, or months. These are located in our Juvenile Detention Facilities.
- Measure 11 Units-serve youth between the ages of 15-18 who have been charged with Measure 11 crimes and are awaiting trial and/or sentencing and may be detained for many months
- The Orientation Unit that served detained youth who were newly arrived in close custody and did initial screening, academic assessment, and unit determination will no longer be provided.
- Youth Correction Education Units are for students who have been adjudicated and are located within Youth Correction Facilities operated by Oregon Youth Authority.

**Statement of Positive Outcomes:**

- Documentation of student course assignment, grades, and credit earned
- Increase opportunities to earn credit towards a high school diploma
- Enhance transition from detention back to the resident school
- Increase English and math skills to provide a better opportunity to be successful in the community at large
- Read 180 has been implemented and is giving students opportunities for success in literacy

## **Donald E. Long – Treatment Program/Incarcerated Youth Program**

Donald E. Long (DEL) operates a resolution service between Portland Public Schools and MESD. Staff emphasize academic work in the Division 22 standards for language arts, social studies, and mathematics using teacher directed activities, state adopted textbooks, Compass Learning® Online Education, and supplemental materials for youth in residential treatment and is referred to as the Program Unit. The program is located at the Multnomah County Juvenile Justice Center. Classrooms are self-contained in a lockdown environment. The goal is to provide as many opportunities as possible to earn identified credits in the content areas needed to be successful in school and life.

**Funding Option(s):** Resolution

**Proposed Modification(s):** No Proposed Modifications

### **Description of Services:**

#### **Program Units Services:**

- Residential Alcohol and Drug Program: Serves youth that need treatment for substance abuse issues. Along with program education, the youth receive counseling and treatment services from the Morrison Center. The residential treatment is typically for four months.
- Education Services: The program attempts to model the regular high school requirements and school day; 8:15 AM to 3:15 PM. Students receive instruction in four blocks of time throughout the school day. All students receive physical education each school day. Credits are awarded through completion of instructional hours, proficiency, and/or a combination of both based on the students transcript needs.
- Administration of all required state assessments

### **Statement of Positive Outcomes:**

- Documentation of student course assignment, grades, and credit earned
- Increase opportunities to earn credit towards a high school diploma
- Enhance transition from detention back to the resident school
- Increase English and math skills to provide a better opportunity to be successful in the community at large
- Read 180 has been implemented and is giving students opportunities for success in literacy

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Multnomah Education Service District

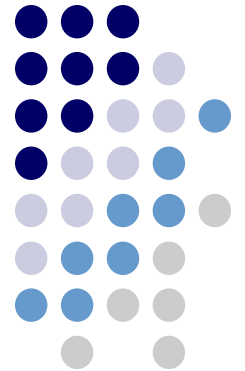
11611 NE Ainsworth Circle

Portland, Oregon 97220

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# Department of Education

## Special Education Services



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## **Early Intervention/Early Childhood (EI/ECSE) Special Education Evaluation Services**

The Multnomah Early Childhood Program (MECP) EI/ECSE Intake and Evaluation Team is the designated evaluation agency (OAR 581-15-900(4)) for Multnomah County school districts. The Team is responsible for ensuring that all referred children aged birth to five receive screening, and when necessary, evaluation for potential eligibility for EI/ECSE. The Team consists of Early Intervention and Early Childhood Special Education evaluation specialists, a special needs nurse, school psychologist, speech language pathologists, physical therapist, occupational therapist, intake personnel and interpreters. The Team coordinates with Columbia Regional Program specialists for hearing, vision and autism evaluations. Component districts pay on an ADM basis. This is an all or nothing service.

**Funding Option(s):** Resolution

**Proposed Modification(s):** No Proposed Modifications

### **Description of Services:**

- The Evaluation Team will coordinate referral activities with community agencies to identify, assess and determine eligibility for services
- The Evaluation Team gathers and reviews records, conducts pre-evaluation conferences with parents, schedules screenings and evaluations, conducts evaluations, writes reports, reviews all findings/data and participates in eligibility/IFSP meetings
- Students referred after December 1 who will be transitioning from ECSE to the component district by September 1, will be evaluated by the team using a school age disability category (OAR 581-015-0051). If the child is eligible under a disability category, the team will complete the eligibility/IFSP process.
- Students referred after June 15, who are turning age five by September 1 of that school year, will be screened to determine the need for evaluation for special education services as required in IDEA or OAR 581-015-0051. This screening information will be forwarded to the component district.
- In some cases the child may only qualify under Developmental Delay (DD) and not meet the criteria for a school age disability category under OAR 581-015-0051. In these cases, the child is still eligible to receive ECSE services. When this occurs the team will complete an action form stating the child is not suspected of having a disability under OAR-581-015-0051 and further testing was not needed at this time.
- The Evaluation Team will review all "transfer" files to determine if additional testing is needed and conduct pre-evaluation conferences and evaluations within 30 days of transfer
- The Evaluation Team will forward originals of eligibility statements and reports to the component district for 3, 4 and 5 year olds
- The Evaluation Team will invite a component district representative to participate in all eligibility meetings for children turning five years old by September 1 of the coming school year
- MECP will maintain agreements for referral and evaluation services with outside agencies, i.e. Head Start, community preschools and day treatment programs

***(continued on next page)***

**Early Intervention/Early Childhood (EI/ECSE)  
Special Education Evaluation Services  
(continued)**

**Description of Services (continued)**

- Interpreter services are included in the Evaluation Team service cost
- Supplies, materials and testing materials are included in the Evaluation Team service cost

The following services are not included in the cost of this resolution. Request for additional services/support may be negotiated with MESD:

- Each component district is responsible for conducting ECSE to kindergarten transition evaluations. MECP and the component district will write a contract for this service.
- Transportation to the evaluation appointment is not included in the Evaluation Team service cost

**Statement of Positive Outcomes:**

- MESD hires and supervises a team of specialists to complete the intake process, initial screening, and evaluation of all referred children
- MESD monitors ODE timelines, gathers assessments, support documents, and participates in meetings to determine eligibility and develop IFSPs
- MESD complies with all federal and state requirements
- Provides follow-up assessments when further needs/eligibilities are determined for children under the age of five
- MESD conducts the re-evaluation for eligibility for children transitioning from EI to ECSE for component districts
- MESD coordinates intake and evaluation services with parents, component districts and all early childhood care and education providers

## **Functional Living Skills (FLS)**

Functional Living Skills (FLS) Program provides cognitive, communication, motor, adaptive, social-emotional, behavioral intervention, and vocational training. Services are provided to elementary, middle school, high school, and post-secondary students referred by component districts. Referred students are eligible to receive special education services.

FLS is comprised of three different service placement options created to meet the needs of students and provides a full continuum of educational and support services. The exact configuration of classrooms is dependent upon the projected ages and number of students in need of services. Service options include:

1. FLS K-12 which includes the FLS Transition Program
2. FLS Behavioral Health (Arata Creek)
3. FLS Alternative Behavior Program

Services are provided in classrooms located in local school buildings in component districts or at other community sites providing opportunities for students to learn skills across a variety of school and community environments. MESD works collaboratively with component school districts to locate classroom space to accommodate students, staff and equipment. FLS staff access regular education classrooms as required to implement the IEP. The FLS Referral Team places students in locations as close to home as possible in accordance with the requirement of least restrictive environment (LRE).

The FLS staff provide specially designed instruction, aligned with Common Core State Standards (CSS), develop and revise IEPs, document and monitor progress, and complete three-year re-evaluations. The FLS staff facilitate IEP meetings with parents, community partners, and students as required by IDEA. IEP services include special education and related services and are individualized to meet the need of the student, including culturally responsive instructional practices for students already identified as English Language Learners. FLS staff complete functional behavioral assessments and develop positive behavioral intervention plans for students with severe behavior challenges to ensure progress on educational and social goals.

The FLS team is highly trained in serving students that qualify for these programs. They have expertise in transition planning, Oregon Intervention System (OIS), delegated health care (DHC), behavioral intervention planning, augmentative/alternative communication and have extensive experience working with students with Autism Spectrum Disorder (ASD).

FLS classrooms are staffed dependent upon the range and needs of the students. Basic staffing includes one teacher and three educational assistants. Some students, based on their individual needs, may require 1:1 educational assistants. FLS follows established procedures developed by MESD and component districts to make final determinations to assign additional 1:1 educational assistants. All determinations of additional services and/or staffing are made through the IEP process, which includes the local education agency representative.

Component districts pay per student for the number of service opportunities, which represent their projected needs each year in the FLS Program.

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## Functional Living Skills – K-12 and Transition

The FLS program offers services to students ages 5 through 21 years of age. K-12 services are individualized and may focus on cognition, communication, motor, social-emotional, adaptive, and vocational training. Based on student needs, services may also emphasize health care.

Students are eligible for special education and demonstrate significant needs in functional academics, communication, motor, and adaptive abilities. Services focus on increasing student's ability to understand and respond to their environment. Students require additional instruction to gain communication and motor skills to interact and access their environment.

The program provides instruction aligned with the Common Core State Standards (CCSS) to develop communication skills, socially appropriate behaviors, and personal management skills that are commensurate with a student's cognitive level of functioning. Students receive services, including medical care, to meet their individual physical and health needs while in school. Staff provide intensive physical and sensory management to support students throughout the day and ensure student success. Students receive culturally responsive instruction throughout the school day.

Students at the post-secondary level are served in the FLS transition program. The program provides instruction to special education students ages 18 to 21 years of age. Students in this program require instruction which supports future employment and independent living. Services are individualized based on the student's IEP. Services include vocational training, employment, participation in adult services, independent living, and participation in leisure and recreational activities in the community.

Transition students participate in the post-secondary classroom and community settings with adult assistance. The curriculum focus is functional and designed to support students in achieving the highest level of independence as they exit school and prepare for adult life. Students have access to a variety of work experiences, which are identified as part of the IEP process. Students also have an opportunity to learn functional living skills in a classroom learning environment, designed to assist them in achieving skills based on their unique strengths, and needs.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** No Proposed Modifications

- Services are based on each student's IEP
- Specially designed instruction in communication, cognition, motor, socially appropriate behaviors, and personal management
- Support of physical and medical health care needs, which may include tube feeding, positioning, sensory input, and physical assistance to complete daily tasks throughout the day and across environments

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**Functional Living Skills (FLS)  
K-12 and Transition  
(continued)**

**Description of Services:**

- Person Centered Planning services for students 18 through 21 years of age
- Community experiences for high school and post-secondary students
- Job training and school to work experiences for high school and post-secondary students
- Instruction to increase independent living skills based on the each student's IEP
- Consultants (instructional/behavioral) assist the classroom team in completing functional behavioral assessments, develop PBIS plans, implement and monitor the behavior of individual students and provide support caregivers and staff at IEP meetings as needed.
- FLS Staff write IEPs, review and revise then as mandated by both State and Federal Rules and Regulations
- Complete triennial assessments for students and maintain all required paperwork, including, reports, and educational records to comply with all rules and regulations relating to special education
- Provide related services, which may include speech, occupational therapy, physical therapy, health, and assistive technology as identified by the IEP team
- MESD provides supervision of FLS program staff
- Interpreters for IEP meetings and other necessary meetings that relate to the student's program

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD:

- Initial assessments for special education eligibility
- 1:1 nursing
- 1:1 educational assistants
- Transportation to and from school
- Bus assistants; however bus assistants may be contracted through MESD

**Statement of Positive Outcomes:**

- Students will experience an instructional environment that acknowledges their individual strengths, while addressing their unique needs through evidenced based instruction
- Students will gain skills in functional living, which will increase their participation in their school and community
- K-12 Students will gain valuable work experience skills supporting their successful transition to post-secondary programs
- Transition students will gain employment skills supporting their successful transition from school to work
- Transition students will gain skills in independent living, which will increase their participation as adults in their community.
- Students will participate in educational and community environments that enhance their community presence by affording the values of respect, dignity and competence
- Students will make progress on their individual educational plan (IEP) that is measurable and identifiable through classroom data collected regularly by staff.



## Functional Living Skills – Arata Creek Behavioral Health (ACBH)

The program provides instruction to increase cognitive and social-emotional skills. Services are individualized and based on a student’s IEP. Services include instruction to increase basic academic skills, communication, socially appropriate behavior and self-control strategies, and independent living skills.

Students are eligible for special education and typically demonstrate strengths in academic skills and needs in the areas of behavior and mental health. Students benefit from an academic curriculum and a social skills program, both of which are modified to meet their cognitive and social-emotional abilities. Students require a structured setting with a high staff to student ratio in order to achieve educational success.

The program provides instruction to develop communication skills, socially appropriate behaviors, and personal management skills that are commensurate with their cognitive level of functioning. Staff focus on teaching appropriate social skills that can be used across classroom and community settings.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** No Proposed Modifications

### Description of Services:

- Services are based on each student’s IEP
- Staff provide specially designed instruction in basic academics, communication, socially appropriate behaviors and self-control across environments
- Staff provide instruction to increase independent living skills based on each student’s IEP
- Behavioral Consultant assists the classroom team in completing functional behavioral assessments, developing positive behavior support plans, and implementing and monitoring behavior of individual students. Consultant support at IEP meeting is provided as needed.
- Mental Health consultation as needed for individual students
- Instructional/behavioral consultation to assist the classroom team in identifying instructional strategies to support students. Consultant support is available at IEP meetings as needed.
- Staff write IEPs, facilitate triennials, review and revise them as mandated by both State and Federal Rules and Regulations
- Related services, which may include speech, occupational therapy, physical therapy, health, and assistive technology as identified by the IEP team
- Preparation and planning for transition of students to a less restrictive environment.
- Culturally sensitive instructional practices

***(continued on next page)***

**Functional Living Skills  
Arata Creek Behavioral Health  
(continued)**

**Description of Services (continued)**

- Staff complete triennial assessments for students and maintain all required paperwork, including reports and educational records to comply with all rules and regulations relating to special education
- Staff complete and maintain all required paperwork, including, reports, and educational records to comply with all rules and regulations relating to special education
- MESD provides Supervision for all ACBH staff
- Interpreters for IEP meetings and other necessary meetings that relate to the student's progress

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD:

- Initial assessments for special education eligibility
- 1:1 Nursing
- 1:1 educational assistants
- Transportation to and from school
- Bus assistants; however bus assistants may be contracted through MESD

**Statement of Positive Outcomes:**

- Students will experience an alternative educational environment that is specifically designed to meet their unique needs
- Students will gain positive social skills and self-control allowing their full participation across school and community environments
- Students will gain skills in academics, communication, and independent living
- Students will make progress on their individual educational plan (IEP)

## Functional Living Skills – Alternative Behavior Program

The FLS Alternative program provides instruction to increase functional academics, behavior, motor, adaptive and vocational skills. Services are individualized and based on a student's IEP.

Students are eligible for special education and typically demonstrate extremely challenging behaviors impacting their ability to learn within other educational placements. Students require a highly structured setting with a student to staff ratio of 1:1, or higher in some cases, to ensure their safety and the safety of other students and staff.

The FLS Alternative program provides instruction to develop communication skills, social skills, appropriate behavior and emotional control, leisure skills, and pre-vocational skills. Instruction is provided in a highly structured environment with set routines, which lead to success within the learning environment. Staff focus on behavior interventions that support individual behavior plans and align with student IEPs to increase each student's ability to manage their own behaviors. Students participate in a classroom environment and as skills are achieved, may transition to a less restrictive environment.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** No Proposed Modifications

### Description of Services:

- Services are based on each student's individual IEP and behavior intervention plans
- Provides specially designed instruction in basic academics, communication and social skills, behavior and self-control, leisure skills, and pre-vocational skills
- Provides instruction to assist students in transitioning from activity-to-activity and across environments throughout the day
- Provides behavioral consultation to assist the classroom team in completing functional behavioral assessments, developing positive behavior support plans, and implementing and monitoring behavior of individual students. Consultant support is available as needed at IEP meetings.
- Offers instructional consultation to assist the classroom team in identifying instructional strategies to support students. Consultant support is available at IEP meetings as needed.
- Staff write IEPs, review and revise them as mandated by both State and Federal Rules and Regulations
- Provides related services, which may include speech, occupational therapy, physical therapy, health, and assistive technology as identified by the IEP team
- Offers preparation and planning for transition of the educational system
- Staff complete triennial assessments for students and maintain all required paperwork, including reports and educational records to comply with all rules and regulations relating to special education
- MESD provides supervision for all ALT staff

*(continued on next page)*

**Functional Living Skills  
Alternative Behavior Program  
(continued)**

**Description of Services (continued)**

- MESD provides supervision for all ALT staff
- Students receive culturally responsive instruction
- Interpreters for IEP meetings and other necessary meetings that relate to the student's program

The following services are not included in the cost of this resolution. Requests for additional services/supports may be negotiated with MESD:

- Initial Assessments for special education eligibility
- 1:1 Nursing; however nursing may be contracted through MESD
- 1:1 additional-education assistant support; however education assistants may be contracted through MESD
- Transportation to and from school
- Bus assistants unless it is part of the regular school day (included in current working hours for a classroom 1:1) If a bus assistant is necessary and the time falls outside the regular working hours additional hours may be contracted through MESD.

**Statement of Positive Outcomes:**

- Students will experience success in learning through a multi-sensory educational environment that stimulates their abilities to process information, communicate, and learn from their surroundings
- Students will gain positive behavior skills, self-control, and the ability to manage themselves across school and community environments
- Students will gain skills in functional academics and communication and social skills leading to greater independence
- Students will make progress on their individual educational plan (IEP)

## Hospital School Program

In accordance with the provisions of ODE Contract 7207, ORS 342.261 and OARs 581-015-2610, 581-015-2775, and 581-015-2580, the Hospital School Program (HSP), a unique service in Oregon, provides instruction to students with significant, acute medical or mental health needs during the course of their hospitalization and ongoing treatment. The educational impact to hospitalized children is mitigated by receiving ongoing educational services, maintaining contact with their home districts, and by planning a reasonable and realistic transition back to school following hospitalization.

Funded by ODE, HSP serves students from throughout Oregon, and in some cases, other states and other countries. Program staff collaborate with component districts, whenever possible, to coordinate ongoing instruction; keep students connected to their local schools and classmates; implement and/or develop IEP goals, if appropriate; and provide valuable information to assist in providing educational interventions designed to ease a student's transition back in to school.

**Funding Option(s):** Contract

**Proposed Modification(s):** No Proposed Modifications

### Description of Services:

#### **OHSU Doernbecher Children's Hospital (DCH) Pediatric Acute Care Center**

- Serving acute care patients and those recovering from surgery, transplants and other medical procedures. This unit also serves most students in the state with Cystic Fibrosis, a serious chronic health condition.
- Serving oncology patients through the remission stage and Survivor Clinic activities

#### **OHSU DCH Hematology/Oncology Unit**

- Serving Hematology and Oncology patients, including sickle cell anemia and all forms of cancer. This unit also serves young patients with Crohn's disease.

#### **OHSU DCH Pediatric Intermediate Care Unit**

- Serving children who have graduated from intensive care, recently received organ transplants, or have monitoring needs that exceed care levels in the 9<sup>th</sup> floor acute care center.

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**Hospital School Program  
(continued)**

**Description of Services (continued)**

**Oregon State Hospital, Portland Campus**

- Serving patients age 18-21 who are assigned or committed to the secure Mental Health facility. Students usually work toward GED preparation, high school credit recovery or basic skills to assist them in their eventual transition to the community.

**Randall Children's Hospital at Legacy Emanuel**

- Serving patients with long term rehabilitative needs due to traumatic brain injury, cancer, brain infections and other conditions
- Serving patients with cancer, those recovering from surgery and other medical procedures. This unit also serves children from the burn unit, renal dialysis and children with eating disorders.

**Shriners Hospital for Children**

- Serving students recovering from orthopedic surgery, and other procedures, and those with longer term rehabilitative needs.

**Services Not Provided by MESD:** Not applicable to this service/program

**Statement of Positive Outcomes:**

- Provided over 10,000 hours of direct instruction to over 2600 students
- A school re-entry coordinator provides specialized transition services between hospital and school
- Four Hospital School faculty members currently participate as part of the Oregon TBI Consulting Team
- HSP staff have partnered with OHSU, Leukemia and Lymphoma Society, Teaching Research and other agencies to provide inservice training to Oregon teachers and other school staff
- Continued collaborative interaction with Teaching Research Institute, ODE and Columbia Regional Program to develop the model for Regional TBI service in our region and throughout the state
- Increased linkages and positive relationship building with local high schools related to instruction of their students and awarding of credit

**Related Services**  
**Individually Purchased Option**  
**Speech/Language Pathology, Occupational Therapy, Physical**  
**Therapy or Psychological Services**

Related Services Individually Purchased Option provides direct and consultation services according to needs determined by the student's IEP team or requested by individual school districts. Services are provided in a variety of models depending on student need. Students may be seen on a one-to-one, small group or full class basis. Services may be provided within the regular classroom setting or in another educational setting. Consultation and collaboration with the student's team is also an important part of service delivery. Services may be purchased between .2 and 1.0 FTE increments. Speech and language services to serve charter schools may be purchased in increments of .2. FTE. Caseload sizes are variable based on service levels on student IEPs and the number of locations visited.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** **No Proposed Modifications**

**Description of Services:**

**Speech/Language Therapy Services:**

Local District Speech Pathologist:

- Conduct formal and informal evaluations
- Write, review and revise IEPs as mandated by State and Federal Rules and Regulations
- Provide direct and indirect therapy based on each student's IEP
- Provide consultation services based in each student's IEP
- May offer technical assistance (professional development) at the request of the component district
- May attend IEP or Triennial meetings

**Occupational Therapy:**

Local District Occupational Therapists:

- Conduct formal and informal evaluations
- Write, review and revise IEPs as mandated by State and Federal Rules and Regulations
- Provide direct and indirect therapy based on each student's IEP
- Provide consultation services based on each student's IEP
- May offer technical assistance (professional development) at the request of the component district
- May attend IEP or Triennial Meetings

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**Related Services  
Individually Purchased Option  
(continued)**

**Description of Services:**

**Physical Therapy Services:**

Local District Physical Therapists:

- Conduct formal and informal evaluations
- Write, review and revise IEPs as mandated by State and Federal Rules and Regulations
- Provide direct and indirect therapy based in each student's IEP
- Provide consultation services based on each student's IEP
- Provide technical assistance (professional development) at the request of the component district
- May attend IEP or Triennial meetings

**Psychological Services:**

- Conduct the following evaluations: )1 Intelligence, 2) Adaptive behavior, 3) Social-emotional, 4) Formal and informal observations, 5) Traumatic Brain Injury
- Participate as a member of the evaluation team for Autism Spectrum Disorder
- Provide support to write, review and revise IEPs as mandated by State and Federal Rules and Regulations
- Provide consultation services based on each student's IEP
- May offer technical assistance (professional-development) at the request of the component district
- May attend IEP or Triennial Meetings

**Other Services:**

- MESD includes the following for staff in the cost of this program:
  - All travel
  - Supplies
  - Materials
  - Computer needs

The following services are not included in the cost of this resolution:

- Requests for additional services/support; however service/supports may be available through a contract with MESD
- Interpreters for IEP meetings and other necessary meetings that relate to the student's program

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**Related Services**  
**Individually Purchased Option**  
**(continued)**

**Guidelines for responsibility of materials purchased:**

**Multnomah ESD Responsibility:**

- Purchase standardized and non-standardized assessment materials (e.g. Protocols/test kits)
- Provide general therapy materials that can be used by a variety of students (e.g., therapy balls, therapy games, speech materials)
- Provide initial consumable supplies (e.g., pencil grips, specialty lined paper)
- Provide staff materials (e.g., paper, pencils, forms)
- Provide computer and productivity software
- Provide therapy software that is only for the therapist's computer

The following services are not included in the cost of this resolution:

- Student dedicated materials
- Dedicated augmentative communication devices (e.g., Tech Talk, Delta Talk, Dynamo)
- Dedicated assistive technology: Positioning devices, AlphaSmarts, Weighted vests, and Slant boards
- Student and/or in district-specific software
- Classroom specific materials
- Student consumables

**Statement of Positive Outcomes:**

- Speech/Language Therapy, Occupational Therapy, Physical Therapy, and Psychological staff positions may at times be hard to fill within a district. This option allows for component districts to work with the MESD to fill positions.
- MESD hires related service providers with Oregon State Licensure through the Oregon Health Department to ensure Medicaid fee for service billing
- MESD provides compliance oversight for related services and supervision for related service providers

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## **Related Services Resource Center Assistants**

Transit dollars support students identified in general education classrooms located in Portland Public Schools. Services to be provided are identified yearly and described on the transit plans submitted by the district.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** No Proposed Modifications

### **Description of Services:**

- Resource Center Educational Assistants are funded by transit dollars
- Learning Center staff are responsible for scheduling, program planning, IEP development, educational assistant training and curriculum development
- Funds are used to develop and provide inservice training for staff in utilizing effective techniques to meet the needs of students served in the Learning Center

### **Statement of Positive Outcomes:**

- Students with disabilities will be included within the general education setting with learning supports, which may enhance their opportunity to meet state standards

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## **Related Services Educational Assistants**

Related Services Educational Assistants (EAs) provide direct instruction, drill and practice according to each student's individual educational plan (IEP) under the direction of the local special education staff. Services may be provided in the regular classroom setting or in another educational setting. Services may be purchased in .875 FTE increments.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** No Proposed Modifications

### **Description of Services:**

- Educational Assistants (EAs) provide services based on each student's IEP under the direction of component district special education staff.
- EAs follow the schedule developed by the component district staff.
- EAs provide data to the component district staff for program planning, IEP development, and curriculum development.
- MESD provides supervision and evaluation of the EAs.

### **Statement of Positive Outcomes:**

- Students with disabilities will be included within the general education setting with learning supports, which enhances their opportunity to meet state standards

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## **Related Services Assistive Technology (AT)**

The Assistive Technology Team (AT) provides best practices in assessment, team development, curriculum development and adaptations, in-class technical support for student learning, participation, problem solving and curriculum access through the use of technology. The AT team provides assessment, direct and collaborative services to component districts and MESD programs according to needs determined by the student's team. Service is purchased by FTE allotments as follows:

- 1.0 FTE, depending on the severity of the cases, approximately 60 cases with collaboration on individualized program development and time-limited direct service to assist with implementation of the assistive technology goals and objectives may be delivered
- 0.5 FTE, depending on the severity of the cases, approximately 30 cases with collaboration on individualized program development and time-limited direct service to assist with implementation of the assistive technology goals and objectives may be delivered
- 0.2 FTE, depending on the severity of the cases, approximately 12 cases with collaboration on individualized program development and time-limited direct service to assist with implementation of the assistive technology goals and objectives may be delivered
- A district plan of service will be developed with component district administration based on needs

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** No Proposed Modifications

### **Description of Services:**

- Provides Information and completes systematic assessments of a student's assistive technology needs in any of the following areas:
  - Augmentative communication
  - Written language
  - Computer access
  - Mobility
  - Environment controls
- Provides assistance in IEP development focused on AT services
- Provides consultation and technical assistance to district teams and classroom staff
- Provides time-limited direct service for three to six week intervals
- Prepares and presents training/staff inservice at the request of the district
- Offers information and assistance in locating and securing funding for devices
- MESD covers all travel, supplies, materials and computer needs for staff
- Provides each 1.0 FTE staff with approximately \$400 for materials
- Provides short term equipment loan (2 week intervals) to students in districts

***(continued on next page)***

***Related Services  
Assistive Technology  
(continued)***

**Description of Services (continued):**

The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD:

- Long term loan of equipment. (more than 3 months)
- Interpreters for IEP meetings and other necessary meetings that relate to the student's program

**Statement of Positive Outcomes:**

- Increase student access to the general education curriculum through consultations
- Assessment of individual students to identify assistive technology/augmentative communication to support individual student outcomes
- Consultation and training to enhance the knowledge and skills of district staff in the use of assistive technology in the classroom and with specific students
- MESD staff work collaboratively with state and regional programs for comprehensive service delivery
- Support districts in meeting assistive technology mandates for qualifying students.
-



## **NEW Related Services Feeding Team Contract Services**

The feeding needs of students with complex health concerns required an interdisciplinary approach. The Feeding Team takes a comprehensive view of the intake process for students with special needs. This approach not only includes the health care plans and feeding procedures, but also incorporates the positioning and communicative needs of students with critical health problems in the public school setting.

The Feeding Team task is to meet the needs of referred and enrolled students with critical, complex health and safety needs through developing protocols for individual students with special needs and systematically train staff to implement the feeding and positioning procedures/protocols.

Referred students will participate in this process once the issues of safety have been addressed. No student will receive oral feeding or therapy that requires oral feeding if it is deemed a potential health risk. All goals derived through the Feeding Team process will support the educationally relevant model. Medical goals will be referred to the individuals' medical team.

**Funding Option(s):** Contract

**Proposed Modification(s):** No Proposed Modifications

### **Description of Services:**

- Provides districts with support in the areas of feeding evaluations and protocol development to establish safe feeding for students that present difficulty in oral feeding and possible risk of choking or aspiration.
- Team develops safe feeding protocols and refers to School Health Services as needed for medical issues surrounding feeding.
- Trains school staff on the safe feeding protocol/procedures.
- Provides annual protocol updates and revisions as needed for students who have feeding protocols, as well as training new staff as needed to maintain safe feeding throughout the school year.

### **Statement of Positive Outcomes:**

- Districts receive a consistent feeding team process that supports students with special needs in the general education setting
- Districts staff receive training and safe feeding protocols for implementation within district schools.

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## **Wynne Watts School Long Term Care & Treatment Program and Therapeutic Classroom**

The program provides academic instruction, behavioral intervention and social skills training, coupled with a mental health focus. Space is available for 54 students at Wynne Watts School. The Long Term Care and Treatment Program is an Oregon Department of Education funded program for students from across the state who far exceed an individual district's ability to educate and keep safe. The Therapeutic Classroom is a contracted classroom for placement by local school districts.

The school provides a full continuum of educational and support services to elementary, middle and high school students. The exact configuration of the classrooms is dependent upon the projected ages and number of students in need of service. Students typically are eligible for special education services and were previously placed within the regular school, day treatment programs, residential placements, and/or prison. Students who are referred usually present high levels of impulsivity, oppositional and/or aggression as part of their behavioral response patterns and mental health struggles. Almost all students are involved with other community or governmental agencies.

Counseling service and coordination with Juvenile Justice, Oregon Health Authority and other agencies is provided by licensed staff. The teaching staff provide educational assessment upon intake; program orientation for students, parents and district representatives; and weekly, if not daily problem-solving regarding academic and behavioral issues that impact learning for the student. Staff are trained in safety systems: Crisis Prevention Institute (CPI) and Oregon Intervention System (OIS).

The staff facilitates the transition of students back to their component district, or next placement. Students need to have repeatedly demonstrated social skills and violence prevention strategies to be successful in less restrictive environments. It usually takes a minimum of one year of consistent behavior intervention, social skills, violence prevention instruction and academic instruction under optimum circumstances to be completed by a student for a positive predictor of success in a less restrictive environment.

**Funding Option(s):** Contract

**Proposed Modification(s):** No Proposed Modifications

***(continued on next page)***

**Long Term Care and Treatment  
(continued)**

**Description of Services:**

- Significant training, experience, and expertise of staff educating students with intense needs
- Comprehensive intake which includes a review of the IEP, program description and a tour of the school with parents, student, community service providers and component district representatives
- Functional behavior assessments and positive behavior interventions designed for specific behaviors that interfere with academic or social success
- Individual and/or group counseling for students as identified in each student's IEP as well as Mental Health Counselors on site
- Systematic planning with the component district and building staff for reintroducing graduating students (amount of service and duration of service is dependent upon individual student needs)
- Coordination/consultation with other governmental, community mental health and medical agencies involved in planning for students and families
- Small group or individual instruction according to each student's IEP and Common Core State Standards
- Educational planning meetings by an IEP team with the component district
- Re-evaluations for triennial eligibility reviews
- Annual IEP development, instruction, and facilitation
- Visitations and program explanation for component district personnel and parents
- On-site speech-language, school psychologist, and occupational therapy services
- Entire school staff trained in non-violent crisis intervention by a certified trainer
- Administration of all required state assessments
- Weekly classroom team planning
- Reporting to community agencies as requested or required
- Accommodation and modifications to meet student needs
- Supplies and materials for classrooms and staff

**Services Not Provided by MESD:** Not applicable to this service/program

**Statement of Positive Outcomes:**

- Mental health needs are treated in a restricted environment until the student is able to transition to a less restrictive setting
- Individual mental health and school needs are provided on an individual basis
- Students have the ability to continue the learning process in a unique environment as needed
- Transition to a less restrictive environment occurs when progress in social skills is demonstrated and mental health needs are stabilized
- Schools have a solid, productive, peaceful option for placement of extremely challenging students

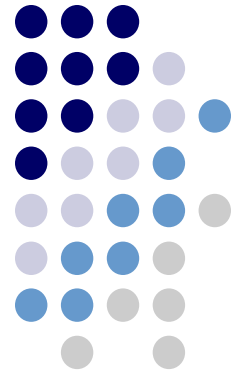
Multnomah Education Service District

11611 NE Ainsworth Circle

Portland, Oregon 97220

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# Department of School Health Services



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## Child Health Insurance Program

Through grant funding from Kaiser Permanente Northwest Health Foundation (KPNWHF) and a contract with Multnomah County Health Department (MCHD), MESD developed the Child Health Insurance Access Program (CHIAP) in 2004. The concept: MESD's School Nurse Program provides nursing services to local schools and, as such, has a unique opportunity to identify public school students who need access to community health care. School employees and MESD school nurses refer uninsured students to MESD. MESD staff, in turn, contact families to make students eligible for free and low-cost health insurance programs.

Students (K – 12) who do not qualify for Oregon's Healthy Kids (Medicaid) program because of citizenship requirements will be evaluated for enrollment in Kaiser Permanente's premium-free health insurance which includes no-cost preventive services, and low-cost medical and mental coverage. Qualifying students will also be enrolled/referred to a limited free service dental program in partnership with Kaiser Permanente, ODS and Willamette Dental Group. MESD/MCHD Staff will evaluate family need and qualify all family members who may be eligible for no or low-cost access to health care through OHP or MCHD clinics.

MESD and MCHD bilingual outreach eligibility specialists provide the primary contact point for the referral and triage of students and families. The CHIAP program was expanded in SY 2010-2011 to include uninsured student referrals from School-Based Health Clinics.

**Funding Option(s):** Resolution/Contract – (Provided with RN services, based on availability, at no additional cost)

**Proposed Modification(s):** No Proposed Modifications

### Description of Services:

- Provide stable and reliable point-of-contact for school staff to refer students who need comprehensive health coverage to support positive school performance
- Coordinate referral activities among school nurses, outreach workers, social service providers, schools and other community providers
- Conduct outreach clinics in addition to individual appointments with families
- Timely and accurate documentation of current health plan by school staff in current electronic health record, e.g., Synergy and HOA
- Students and families will understand how to utilize existing health plan to support self-advocacy and health promotion
- Students and families will demonstrate increased utilization of medical home for management of primary care and prevention, e.g., well-child visits, routine oral health, immunizations
- Enroll students in appropriate health insurance programs and/or help them access needed medical services
- Coordinate referral and eligibility activities with the Health Insurance Exchange through the Cover Oregon portal

**Services Not Provided by MESD:** Not applicable to this service/program

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***Child Health Insurance Program  
(continued)***

**Statement of Positive Outcomes:**

- Provide an outreach model of healthcare access in public schools
- Sustaining an effective outreach partnership model to ensure access to OHP for 100% of students



## Dental Van

Through grant funding from Kaiser Permanente Northwest Health Foundation (KPNWHE) and the Department of School Health Services nurses work collaboratively with Medical Teams International (MTI) and Multnomah County Health Department (MCHD) in select, high-need schools to assist under-insured students with dental treatment for acute dental needs. Dental van services are based on available community resources, student dental needs, and prioritization of by MESD School Nurse.

**Funding Option(s):** Resolution

**Proposed Modification(s):** No Proposed Modifications

### Description of Services:

School nurses:

- Screen and refer for dental needs
- Assess eligibility based on need, acuity, dental insurance status
- Collaborate with schools to obtain parental notification, treatment consent and health history
- Provide post treatment monitoring
- Coordinate and schedule dental vans through MTI (Medical Teams International) and MCHD (Multnomah County Health Department) based on availability of vans and volunteer dentists

**Services Not Provided by MESD:** Not applicable to this service/program

### Statement of Positive Outcomes:

- Dental pain and associated absenteeism is decreased, reducing the risk of associated poor scholastic achievement
- Reduce risk of complications from dental associated health problems such as abscesses, infections, heart or kidney disease and inadequate nutrition
- Improve self-esteem as reflected in more happy smiles
- Increase number of students establishing routine oral health care in a dental home

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## Health Education & Staff Development

Instruction and support to component districts to assist in meeting state and national mandates for required health and safety training and responding to occupational exposures to bloodborne pathogens.

**Funding Option(s):** Contract

**Proposed Modification(s):** No Proposed Modification

### Description of Services:

#### **Bloodborne Pathogens Training:**

- Initial training provides in-person instruction to comply with OSHA regulations for persons who perform job tasks that may place them at risk for occupational exposure
- Annual update training provides OSHA required BBP instruction and review of protective measures in a self-paced online module
- Hepatitis B vaccines offered to component district personnel at risk of occupational exposure; MESD maintains vaccine records
- Post exposure evaluation provided to personnel who have received an occupational exposure to body fluids and need medical counseling
- "Communicable Disease Control Plan for School District Employees" is provided to component districts to meet OSHA regulations.

#### **Medic First Aid Course for those who require certification:**

- CPR instruction
- Automatic External Defibrillator (AED) use
- First Aid instruction

#### **Severe Allergic Reaction Training:**

- Training in Administration of epinephrine
- Direct instruction for persons who may assist students reacting to severe allergens

#### **Medication Administration Training:**

- Direct instruction for persons who administer medications during the school day
- Annual update training provides ODE required instruction and review of medication administration in a self-paced online module

#### **Glucagon Training:**

- Direct instruction to employees to be able to recognize signs and symptoms of severe hypoglycemia and administer an injection of glucagon in an emergency situation.

#### **Database Management:**

- Data entry for classes conducted by Department of School Health Services (SHS) trainers

***(continued on next page)***

**Health Education & Staff Development  
(continued)**

**Service Not Provided by MESD:** Not applicable to this service/program

**Statement of Positive Outcomes:**

- Ensure compliance with state regulations for health education and training
- Utilize evidence-based curricula
- Semi-annual training data reports are provided to component districts or building administrators for review of employee training
- "Communicable Disease Control Plan for School District Employees" assists districts in complying with OSHA requirements
- Increased skills and readiness for staff to respond to emergency events in the school community, provide safe medication administration, and protect themselves against an occupational BBP exposure.

## Hearing Screening

Under the direction of a licensed Audiologist, hearing screening is provided for all students in pre-kindergarten, kindergarten, first grade and referred students. An Audiologist follows up on students with abnormal results.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** No Proposed Modification

### Description of Services:

- Individual pure tone screenings for students
- Students who do not pass initial screening receive a follow-up by a licensed audiologist, including pure tone threshold audiometry by air and bone conduction, otoscopic evaluation and tympanometry and may be referred to:
  - Physicians for medical diagnosis and treatment
  - School personnel for preferential seating
  - School district speech and language personnel and private audiologists for follow-up
- Audiologic assessment is performed at school site or in a sound-proof booth at MESD
- Parents are notified of results

**Services Not Provided by MESD:** Not applicable to this service/program

### Statement of Positive Outcomes:

- Maximize student's potential for speech and language development/academic achievement
- Component district in compliance with federal and state mandates for special education services and state regulations requiring hearing screening

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# Immunization

Collaborative participation in performing immunization screening, vaccination, and tracking functions that protect students against vaccine-preventable diseases. Provides support to component districts, school personnel and parents in meeting state-mandated immunization requirements for school attendance.

**Funding Option(s):** Resolution

**Proposed Modification(s):** No Proposed Modification

## Description of Services:

- Collaborate with districts to receive/enter immunization data into student information system
- Provide reports for Health Services staff, school personnel and county/state immunization coordinators as outlined by administrative rule
- Access/screen immunization records from other county/state databases and registries to supplement or verify parent or health care provider information submitted to schools
- As a delegate agency with Multnomah County Health Department (MCHD), coordinate school immunization clinics.
- Prepare component district mailing of parent notification for needed vaccines required by law and exclusion orders per contract with MCHD
- Provide telephone support and consultation for Health Services staff, school personnel, families, health care providers and graduated students
- Provide training of Health Services and school staff to perform data entry directly at school sites
- Collaborate with MESD Technology Services to provide component district reports or data when requested by state/county immunization coordinators for studies or potential legislative changes upon approval of component district administrators

**Services Not Provided by MESD:** Not applicable to this service/program

## Statement of Positive Outcomes:

- Minimize the number of students excluded from school due to incomplete or inaccurate documentation
- Provide clinics that minimize the number of students excluded from school
- Support positive school attendance by minimizing school exclusions due to immunization non-compliance
- Increase the number of students receiving required immunizations through outreach and education provided by Oregon Health Authority Immunization Program
- Minimize frequency of vaccine-preventable outbreaks through outreach and education
- Parent/guardian notification will be timely, consistent, and accurate based upon guidance from Oregon Health Authority and MCHD

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## **School Nurse Services Registered Nurses**

Registered nurses provide consultative and direct health services for all students, Pre-K through 21 years of age. Services promote student's optimal readiness for learning through comprehensive, professional nursing services that support and promote student safety, health, and normal growth and development. Services are prioritized in the following order:

1. Life threatening
2. Mandated by statute or rule
3. Improve students' health, attendance and participation in the educational process

Considerations in setting service goals established by the School Health Services Advisory Committee:

1. Acuity, complexity, and quantity of known and potential health problems
2. Unique needs of individual schools
3. Intensity and scope of nursing services provided are dependent upon the service delivery model and amount of RN FTE selected by the district or school entity.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** No Proposed Modifications

### **Description of Services:**

- Urgent nursing care
- Develop emergency protocols and provide training to school staff to respond to serious health problems
- Participate in IEP and 504 development, building screening teams for health care concerns, faculty and safety committee meetings
- Assessing and reporting abuse and neglect
- Train school personnel in medication administration, including epinephrine and glucagon
- Investigation, consultation and direction for communicable disease control
- Assess and plan care for physical and psycho-social health problems, including referrals as necessary to community providers for medical diagnosis and treatment
- Vision and dental screening minimally for grades Pre-K, K, 1, 3, 5, 7 and all referred students to provide early identification and prevention services.
- Immunization assessment, consultation and referral for all grades
- Conduct home visits when indicated
- Consult on environmental health and safety issues
- Promote health and wellness
- Participate in support groups
- Collaborate with local health department to coordinate community immunization clinics for compliance of immunization requirements
- Provide health counseling, resources and instruction for individuals or groups
- Coordinate health activities with parents, school personnel and community health care providers
- Screen for eligibility and referral to children's health plan and other support services

**School Nurse Services  
Registered Nurses  
(continued)**

**Services Not Provided by MESD:** Not applicable to this service/program

**Statement of Positive Outcomes:**

- Increase average daily attendance and district reimbursement
- Increase student readiness for learning associated with improved health and appropriate health accommodations
- Increase engagement of students and families with the school and community
- Increase skills and knowledge for managing personal health: mind, body, spirit
- Decrease absenteeism and in school dropout rate
- Decrease number of students involved in risky behaviors, e.g. drugs, alcohol, tobacco
- Participate on school safety committee
- Compliance with state and federal requirements for support and special education services, accommodations, mandated training, and health education
- Early identification and referral for health problems, e.g. visual acuity, somatic disorders
- Delegate and teach per standards within Division 47 of the Oregon Nurse Practice Act
- Minimize frequency of medical emergencies through use of school safety plans
- Decrease risks associated with communicable disease outbreak by timely and effective coordination with Oregon Health Authority and local public health authority
- MESD will recruit and retain qualified professional nurses to meet levels of nursing services mandated by HB 2693
- Increase alignment of related benchmarks with Oregon's Health Transformation Plan, e.g., Access to Care; Getting Care Quickly; Adolescent well-care visits; Follow-up care for children prescribed ADHD; Enrollment in Patient-Centered Primary Care Home; Alcohol and drug misuse; screening, brief intervention, and referral for treatment; establish care in a dental home (2013 Benchmark per OHA)

## **School Nurse Services School Health Assistants**

School Health Assistants (SHA) provided by MESD, are non-licensed personnel who work under the direction of MESD Registered Nurses (RN) to serve students and schools by providing health services to students and clerical support to the MESD RN. In order to ensure safe care, the MESD RN/SHA team shall consist of no more than one RN to five SHAs.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** No Proposed Modifications

### **Description of Services:**

- Provide basic first aid and log care provided
- Administer medications according to state law and school policy
- Assist RN with vision and other health screenings, maintain and update student health records, collect immunization data for assessment by RN and process for or complete data entry
- Refer to RN students who require nursing assessment for acute or chronic health problems
- Under direction/supervision of an RN, per Oregon State Nurse Practice Act, perform nursing tasks as delegated by the RN

### **Statement of Positive Outcomes:**

- All SHAs will have professional nurse oversight, minimizing risks of adverse events
- An SHA may be designated to respond to school health emergencies and to conduct required delegations
- The health room will be managed by trained staff who are able to perform other school duties that may include responding to illness, injury, and emergency events in the absence of a nurse

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## **School Nurse Services Special Needs Nursing**

Special Needs nurses are Registered Nurses with expertise in management of students with complex, chronic health needs in the school setting, e.g. medically fragile, technology dependent or live in long-term care facilities such as Providence Child Care Center. Special Needs Nurses augment and support nursing services provided by MESD school nurses, including training, consulting and participation in activities related to SPED and Section 504 when complex health needs exist.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** No Proposed Modification

### **Description of Services:**

- Planning and implementing health care management for students with significant health conditions including delegation of nursing procedures, community care coordination, and staff trainings for students in general and self-contained district classrooms
- Develop specialized nursing procedures and health management plans that are used by all school nurses
- Provide support to MESD nurses to ensure an effective transition to the school setting and school nursing standards. Provide consultation, training, and technical assistance for students with significant health conditions
- Every MESD school nurse and every component school is assigned a special needs nurse
- Work with MESD and school staff to implement Medicaid billing processes in order to maximize Medicaid reimbursement for districts
- Work collaboratively with school teams (IEP, 504, feeding), the Oregon Department of Human Services, community agencies, and attorneys

**Services Not Provided by MESD:** Not applicable to this service/program

### **Statement of Positive Outcomes:**

- Compliance with IDEA and Section 504 authorized health requirements
- Students with chronic, complex health conditions will be safe when attending school because health care needs are met through individualized health plans
- Timely and accurate documentation ensures maximum medical reimbursement
- Required nursing assessments for medically fragile are completed to comply with IEP mandates
- Nursing consultation and expertise ensure medically fragile students attend school
- MESD will recruit and retain qualified professional nurses to meet levels of nursing services for medically fragile and complex students mandated in HB 2693
- Students with medically fragile conditions attend school with their peers, having their individual nursing needs met

***(continued on next page)***

***School Nurse Services  
Special Needs Nurses  
(continued)***

**Statement of Positive Outcomes:**

- Requirements of IDEA and the Office of Civil Rights met
- Partnerships are developed among school staff, community health care providers, families and staff of long term care facilities
- Receive allowable Medicaid reimbursement to benefit contract holder by reducing contract costs
- Resource of nursing consultation/service provided by highly qualified nurses who specialize in care of students with medically fragile conditions is available

## **School Nurse Services Contracted Nurses**

Districts may contract with MESD for licensed nursing services (RN/LPN) to provide individual or population-based health services to students. Available services include:

### **School Nursing services:**

Comprehensive nursing services that support component districts by providing mandated health services and students by promoting wellness, safety, and normal growth and development to assist in achieving optimal education experiences  
Short-term substitute RN services for overnight special activities (based on sub availability).

### **1-1 Direct Student Nursing Care:**

Licensed nursing service to students who have medically fragile/complex and possibly technology dependent health conditions

### **Classroom LPN Nursing:**

Licensed Practical Nursing support to self-contained classrooms containing students who require a number of nursing interventions or oversight during the school day

### **Special Program Registered Nurse:**

Professional nursing services for self-contained classrooms with high numbers of students who have medically fragile conditions

### **Special Needs Nurse:**

Professional nursing services for specialized programs, support to component district Special Education staff and students

**Funding Option(s):** Contract

**Proposed Modification(s):** No Proposed Modifications

### **Description of Services:**

**All staff listed below are supervised by an MESD nursing supervisor:**

#### **School Nursing Services**

- See program description for School Nursing Services

#### **1:1 Direct Student Nursing Care**

- Licensed nurse (RN or LPN) provides nursing care for one student, assessed by a Special Needs nurse, to have nursing needs that require continuous nursing oversight, including district-provided transportation to and from the student's home.

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**School Nurse Services  
Contracted Nursing  
(continued)**

**Description of Services (continued)**

**Classroom LPN Nursing**

- Work under the direction of program and special needs nurses supporting self-contained classrooms that contain students who have a high number of nursing interventions, e.g. gastrostomy tube feeding, oral feeding for high-risk students, medication management, seizure management, diabetic management and physical management activities

**Special Program Registered Nurse**

- Work in programs containing a high number of students with medically fragile conditions who may be located in multiple classrooms and perform ongoing nursing assessments on each student to determine nursing interventions that are needed during the school day, including delegation of nursing procedures
- Coordinates health care among school, community health care providers and families or staff of long- term care facilities where students reside

**Special Needs Nurse**

- Plan and implement health care management in general and self-contained district classrooms, including training and supervision of staff delegated nursing procedures
- Coordinate health care requirements of students with families, community health care providers and school staff
- Work collaboratively with component district special education staff and school teams (e.g. IEP, 504, feeding)
- Work with Health Services and school staff to implement Medicaid billing processes in order to maximize the available Medicaid reimbursement for districts

**Services Not Provided by MESD:** Not applicable to this service/program

**Statement of Positive Outcomes:**

- Students with medically fragile conditions attend school with their peers, having their individual nursing needs met
- Requirements of IDEA and the Office of Civil Rights met
- Partnerships are developed among school staff, community health care providers, families and staff of long term care facilities
- Receive allowable Medicaid reimbursement to benefit contract holder by reducing contract costs
- Resource of nursing consultation/service provided by highly qualified nurses who specialize in the care of students with medically fragile conditions is available



## Screening Team

The Screening Team provides mandatory and vital screening services to enhance student health and educational success.

**Funding Option(s):** Resolution

**Proposed Modification(s):** No Proposed Modifications

### Description of Services:

- Provide on-site dental and vision screening in grades Pre-kindergarten (PK), kindergarten (K), 1, 3, 5, 7 and referred students; hearing screening for students in PK, K, and 1 in a time efficient, one-day process
- Results are entered into Synergy; parent notifications containing referral information are prepared for component district
- Students with abnormal screening outcomes are referred for follow up with a licensed professional service
- Nurses and licensed audiologist monitor follow up activity and support families with health education and resource information

**Services Not Provided by MESD:** Not applicable to this service/program

### Statement of Positive Outcomes:

- Prompt referrals for findings promotes optimal health for students and enhances the potential for educational success
- Minimizes missed classroom time and the overall impact to the school
- Meets mandatory screening requirements
- Early identification and referral supports school nurses investing time on case management for students with ongoing and complex health issues, health education and other health promotion activities

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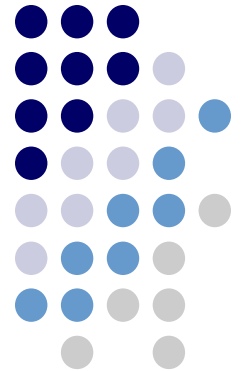
Multnomah Education Service District

11611 NE Ainsworth Circle

Portland, Oregon 97220

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# Department of Technology Services



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## **Cascade Technology Alliance**

Cascade Technology Alliance (CTA) is the creation of a new organization focused on technology related services. This organization is created through the participation of the Multnomah ESD, Columbia Gorge ESD, Northwest Regional ESD, and Willamette ESD technology departments. The technology staffs from these ESDs have combined to form a single organizational group that serves their 53 constituent districts, as well as other public and nonprofit agencies in need of technology solutions.

These four ESDs believe information technology services are essential to the current and future success of students and therefore are reorganizing their service delivery models into a sustainable organization for the provisioning of these services. This service model will improve resource allocation and drive down service costs as well as allow the reallocation of resources into new services required to support 21st century education.

The Cascade Technology Alliance operates within the provisions of an intergovernmental agreement among the four participating agencies. It is governed by a Superintendent's Council which consists of the superintendents of the member education service districts. The Superintendents provide policy and budgetary oversight for their respective agency's participation in CTA activities.

The work of the Alliance is conducted by departments with responsibility in specific service areas. These currently include: Network Management; Server Management and Data Center; Technical Support; Financial and Human Resource Systems; Student Information Systems; Data Warehouse and Student Reporting Systems; Instructional Services; and Operational Services. The technology staff of member agencies have been assigned to these service departments, operating as work groups. Each service department has a designated lead manager who guides the work of the employees assigned to that work group. The lead managers meet quarterly with the members of the Executive Committee to discuss current and future projects and service area concerns.

The services listed in the attached Service Offerings comprise the full common suite of services offered by the four agencies. Districts may choose any combination of services using resolution or contract dollars

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## **Technology Services**

### **Contact Information**

www.cascadetech.org

[info@cascadetech.org](mailto:info@cascadetech.org)

503-614-1600 Portland

503-385-4856 Salem

877-645-5959 Toll Free

Fall 2012

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## Application and Development Services

**Application Development:** CTA works with district personnel to identify specialized application needs such as the Data Warehouse Dashboard, ORSpEd and Truancy applications that reduce staff time and improve educational success. Also, we develop reports, provide various data extractions and create inter-application data transfer systems. CTA developers can create stand-alone applications as well as web-based solutions for whatever purpose the district needs.

**Behavior Incident Reporting Application:** BIR is a web-based system to collect, track and report incidents involving student seclusion and restraint. (Available Spring 2012)

**Behavioral Observation Tracking Application:** BOTS is a web-based, centrally-hosted application developed to automate the reporting of individual behaviors and goals. The application has been designed with a high degree of flexibility allowing users to easily modify the number of goals and behaviors, change score rankings, and build individual schedules.

**Business Systems:** To provide districts with the greatest flexibility, CTA provides support for three business systems:

- SunGard ONESolution (IFAS) – Integrated system for general ledger, payroll, human resources, position budgeting, accounts receivable, accounts payable, bank reconciliation, fixed assets. Includes access to customized reporting using the CDD (click, drag and drill) tool, as well as customized web forms and workflows. Training, support and hosting is provided by CTA.
- SunGard EfinancePLUS (Pentamation) – A web-based computerized accounting package for general ledger, payroll, personnel records, leave accounting and fixed assets. Training and technical support is provided by CTA.
- Infinite Visions – Infinite Visions is a comprehensive enterprise financial and human resources management solution specifically engineered for the K-12 business environment. I-Visions web portal allows employees, administrators, and fiscal staff to access vital financial and HR information. Training and technical support is provided by CSA (Computer Software Associates), hosting provided by CTA.

**Data Analysis:** Data analysts can help clean up, sort, manage and use data available from a wide variety of data source in the schools. This service is not limited to data warehousing, but can be applied to any source of data that is need of more thorough and deeper interpretation.

**Data Warehouse Services - Level 1:** The CTA data warehouse is part of a statewide initiative to facilitate state reporting and data-based decision making. Data from student information systems and other data sources are uploaded into a single database. Level 1 service includes data storage, validation reports on which districts may maintain data quality, and limited data validation support to maintain integrity of data being pushed to ODE.

**Data Warehouse Services - Level 2:** The data warehouse dashboard is a web-based application that overlies the data warehouse database. This allows users to view metrics measuring student achievement, attendance, behavior, and demographics, giving a powerful basis for making instructional decisions. For districts that purchase Level 1

## **Application and Development Services (continued)**

services, Level 2 adds to the core warehouse service level with district access to Teacher and Administrative dashboards, Work Sample Module, Common Formative Assessment Module, participation on the Governance Committee, evolving development, online training videos and documents, and dashboard management.

**Data Warehouse Training and On-site Support:** Although the data warehouse dashboard is designed to be easy to use and provide users with all necessary reports, occasionally districts request a more hands-on support structure or additional report development. For these districts on-site support and customized development is available on a project contracted basis.

**Special Education Information Systems:** To provide districts with the greatest flexibility, CTA provides support for two special education information systems.

- ORSpEd - ORSpEd is a web-based, user-friendly software application developed specifically for Oregon K-12 special education needs. The system allows special education staff and administrators to access student data quickly and easily using a forms based system with entry screens based on ODE forms. Reports incorporate an easy to use filter selection and are extractable to Microsoft Excel.
- SunGard IEPPLUS (Pentamation) - IEPPLUS allows staff to create and manage IEPs in a single software package. IEPPLUS stores all historical records of a student as long as the district needs them. It also records all services that the student has received. In Additionally, IEPPLUS will automatically bill Medicaid for all Medicaid-related services. The system interfaces with DHS and does Medicaid eligibility checks as well. All reporting is automated and reports upload into the Special Ed Census.

**Student Information Systems:** To provide districts with the greatest flexibility, CTA provides support for two student information systems.

- Edupoint Synergy - Edupoint Synergy is a comprehensive student information system providing single entry for student demographics, scheduling, transcripts, fees, immunization and discipline tracking as well as a host of other student related activities. Special Education module is bundled with the core system. Training, technical support and hosting is provided by CTA.
- SunGard eSchoolPlus (Pentamation) - eSchoolPlus is a web-based student information system that allows teachers to manage attendance, grades, communications with parents, discipline records, and state test scores. Administrators value the sophisticated reporting capabilities of the software. Training and technical support is provided by CTA.

## District Office Services

**E-Rate Consulting and Management:** CTA provides complete end-to-end support of the e-Rate application process. E-Rate rebates are received directly by the applying school district.

**Electronic Background Check Service (CRIS):** A web based service providing districts with access to a nationwide database of over 1,100 registries and 300 million records on criminal activity. This program provides quick turnaround on background checks for volunteers, new hires, coaches and substitutes based on the districts specific need.

**Medicaid Administrative Claiming:** Randomly selected district staff are surveyed to determine the percentage of their time spent on Medicaid administrative activities. Eligible administrative activities include outreach, referral, coordination, monitoring of Medicaid/Oregon Health Plan services, transportation and clerical. Oregon Department of Medicaid Assistance Programs reimburse districts based on percentage of time spent on eligible activities, the amount of money a district spends on salary and benefits, and the percentage of Medicaid eligible population in the county of the district.

**Medicaid Survey:** A system for automating the random selection process used for Medicaid Administrative Claiming.

**Public School Works:** A web based compliance training program designed to ensure all employees have met Federal and State mandated training in areas such as Blood borne Pathogens, Bullying, Child Abuse, etc. The full program has over 200 courses related to areas of interest to schools. The system manages electronic notification to employees, full support by PSW and paperless management. Additional modules are available on MSDS, Accident Reporting, and Board Policies.

**School Choice Registration Application:** Allows online registration for families seeking student transfers under the requirements of HB 3681. (Available Summer 2012)

**School Messenger Automated Attendance/Emergency Notification:** This telephone auto-dialer system can provide notification of school delays and closures to staff, as well as attendance information to parents.

**Substitute Employee Management Services:** To provide districts with the greatest flexibility, CTA provides support for three substitute employee management systems.

- **Aesop** - The Aesop Substitute Management system is a web and phone based system. Teachers and classified staff place their absences on a calendar through the website or by phone. The system notifies a pool of over 3500 highly qualified substitute teachers and classified workers of the absences and screens them based on their certifications. Administrators and building clerical support pull their absent and substitute reports over the Internet at any time. The system provides a web space for communication between teachers and substitutes. Aesop can be used as an entire leave accounting system for all employees. The system interfaces directly with the SunGard EfinancePLUS (Pentamotion) financial system and seamlessly posts payroll records and leave balances for subs and teacher. Training and technical support is provided by CTA.

**District Office Services  
(continued)**

SmartFindExpress (eSchool Solutions) - A web and phone based absence reporting system designed to allow employees to enter their own absences, request or pre-arrange subs as well as set absences as no sub required. Progressive priority and leveling features ensure the maximum opportunity to place the best qualified substitute in the classroom. Real time data allows secretaries to know who is out and who is covering for them on demand. Covers both licensed and classified positions based on district need. Interface with Infinite Visions allows for electronic transfer of all absence and substitute time worked, including pay rate and budget codes. Training, technical support and hosting is provided by CTA.

**Substitute Hiring:** Processing and training of new substitutes for districts to ensure complete data and information is provided on all new applicants. Documents such as I9, W4, CHV, License, Application, HB2062 reference check, emergency contact, direct deposit, background check and district specific forms are combined with direct training and badging of substitutes in the position and needs of a district ensure better quality candidates are sent to the schools.

**Technology Assessments:** For districts needing an outside review of technology services, processes, or programs CTA provides consulting services. Each assessment is led by a senior level CTA staff member. Team membership varies by the type of assessment but is made up of functional experts appropriate to the review requested.

## Infrastructure Services

**Anti-Virus Services:** CTA can manage your anti-virus solution to secure district's computing environments, leveraging volume purchasing power to provide the lowest rates for licensing. To best fit your needs, CTA offers stand-alone workstation AV deployments, managed/centralized workstation deployments, and managed server deployments. Additionally, CTA can provide post-infection virus-removal services if your current AV solution is compromised.

**Data Center Storage:** CTA can provide centralized virtual (i.e. "cloud based") storage at any of our geographically diverse data centers. Hosted storage is available both as primary and secondary, and can be used for disaster recovery and archival purposes.

**Disaster Recovery Services:** CTA offers a full suite of disaster recovery options. CTA has multiple facilities with generator back-up power for districts to utilize for redundant equipment and connectivity. Back up options include CTA locations for tape or disk. CTA further utilizes off-site storage of tapes.

**Disk-to-Disk Backup:** Backup and archival storage are offered as either an archival or managed service. CTA can directly manage district backups, either as an on-site or remote service. Electronic archival services are also available.

**Email Archiving:** Email archiving services are provided both for students and staff. Staff email can be archived on a rotating basis for a period of one year. Student email archiving (either locally, hosted, or Gmail) can be archived for one month, also on a rotating basis.

**Email Hosting:** Email service is provided as either an on-site or hosted service. CTA will provide hosted email both via Microsoft Exchange and Linux (Postfix/Squirrelmail). CTA will also assist in migration and management of Gmail under the state of Oregon Google contract.

**Engineering Support:** Experienced technical support and engineering staff are available to provide high level technical support to district IT staff. Districts may leverage the broad knowledge-base of CTA staff to help troubleshoot complex issues with desktops, servers, networks, and other district technology.

**Equipment Purchasing:** CTA offers comprehensive purchasing for all technology related items including servers, desktops, portables, printers, projectors, cameras, security, and phones. We research the best possible pricing for the equipment needed and take advantage of aggregated purchasing whenever possible. We also offer advice and research on best technologies for equipment to fulfill specific needs; we are happy to work directly with teaching staff to ensure the products they purchase will work in their environment and provide the desired outcome. Additionally, we can work to leverage E-Rate funding to supplement district budgets.

**Help Desk Services:** CTA helpdesk services allow clients to provide the highest availability of support for their staff. Our solutions can be tailored to district specific service levels using any or all of the following:

## **Infrastructure Services (continued)**

- Hosted, self-managed helpdesk ticketing system to track requests
- CTA-based helpdesk phone/email/web "ticket-intake-only" (no troubleshooting; assigned/escalated to choice of either district in-house or CTA staff)
- Phone-based Tier-1 and Tier-2 support (including remote assistance)
- Emergency after-hours support
- Fully-inclusive package managing all of the district's helpdesk needs

**Internet Connectivity:** Internet connectivity is provided through multiple vendors to increase up-time and reduce the risk of interruptions to critical business, instructional and assessment services. Geographic redundancy options are available. Current points of presence include Hillsboro, Downtown Portland, North East Portland, Salem and The Dalles. Dedicated Internet Connectivity is available to meet specific business needs. Services may be eligible for priority 1 E-Rate reimbursements.

**Last Mile Connection Connectivity:** CTA supports multiple circuit providers such as IRNE/INET, Comcast, Charter, LS Networks, CenturyLink, and Integra networks. Support may include routers, switches, DHCP, DNS etc. Services may be eligible for priority 1 E-Rate reimbursements.

**Network Monitoring:** Services include network traffic monitoring, firewall services, VPN (virtual private network) access, email SPAM filtering, wireless management, DNS and DHCP management. CTA also interfaces with network vendors to troubleshoot issues with network connectivity and performance.

**On-Site Desktop Support:** CTA can provide any level of support for district's infrastructure needs. CTA support specialists provide service for any technology support request, regardless of the specific platform. CTA can assist staff with software and operating system questions; troubleshoot and repair/replace bad hardware; aid in server and printer deployments; assist with account maintenance and data management; and deploy standardized images across a lab, class, or entire district. This service is customizable based on district's unique needs.

**Public Switched Telephone Network (PSTN) Services:** centralized, shared T1 and SIP trunk lines, offering greater capacity and lower costs through economies of scale. Services may be eligible for priority 1 E-Rate reimbursements.

**Rack Space Rental:** CTA will provide co-location services for customer owned physical hardware at any of our geographically diverse data centers. Co-location costs will vary depending on physical space, power consumption, and network bandwidth requirements.

**Server Support:** CTA will provide support for Windows and Linux servers, both as an on-site and co-located service. Servers are monitored 24/7 for basic health parameters such as service availability and connectivity. Updates are applied during an agreed upon regular maintenance window, and application updates are scheduled in advance as needed.

**SPAM Filtering:** CTA offers effective email SPAM and virus filtering services using industry leading filtering appliances.

## **Infrastructure Services (continued)**

**Technical Training:** CTA provides training opportunities using both internal agency staff and nationally recognized technical training firms.

**Technology Project Consultation:** CTA helps districts with designing server and network infrastructure for new or existing buildings.

**Technology Staff Hiring Support:** senior level technical engineers will help screen and interview employees so districts are assured of hiring highly qualified technical support personnel.

**Video Conferencing:** CTA is the video conference scheduler for all districts in Northwestern Oregon. Through collaborations with OSU and regional ESDs, CTA provides video conferencing throughout the state. This service includes scheduling of conferences, coordination of site connectivity, and hosted meetings at CTA locations with optional on-site technician support.

**Virtual Servers:** Virtual dedicated servers are available for both long and short term rental. Virtual platforms are offered both as Linux (CENTOS) and Windows (2008R2). Costs vary depending on desired platform and resource needs (such as CPU, memory, and storage).

**Voice over Internet Protocol (VoIP) Services:** Provide installation and support services for VoIP implementations. CTA has installed Asterisk VoIP telephony systems in several districts. Districts are charged a nominal fee for on-site support and installation. Installation is generally a two to three day process for small to medium sized districts.

**Web & Proxy Filtering:** CTA provides Internet filtering and proxy management to ensure CIPA compliance. Districts can individually manage blocked sites if desired.

**Web Hosting:** Web hosting is available as both a managed and co-located service. CTA offers managed Drupal and Moodle CMS systems in addition to hosted Apache (LAMP) and IIS platforms.

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## Instructional Services

**CD and DVD Duplication Services:** NWRESD Multimedia Services offers high-volume, quick turnaround CD and DVD duplication services for original, district-produced programs, plays, concerts, etc.

**e-Learning Odysseyware:** provides students with a complete standards aligned PreK-12 curricula with interactive, self-paced, challenging learning activities. Designed for on-site teacher supported environments.

**Follett Destiny Library and Textbook Management:** Destiny is a fully functional, internet-based library and textbook management system designed specifically to support K-12 education. It features research and state standards tools to maximize use of your district library collections and curriculum-specific Internet sites. CTA centrally maintains the server hardware, Destiny software, individual district data bases and data backup functions, and provides technical support and training; student data and schedules are uploaded into Destiny from eSIS regularly.

**Instructional Technology:** CTA provides districts with implementation support of Drupal web sites, Moodle content management support and assistance with Google apps.

**Learn360 Streaming Media:** CTA provides Learn360 video streaming to districts. Learn360 is a web-based product containing streaming video and multimedia content. The Learn360 website also allows teachers to create lesson plans, give assignments, and interact with students

**Lesson Planning Application:** Developed specifically for Oregon educators, this software application facilitates the development, storing and sharing of lesson plans using the Sheltered Instruction Observation Protocol (SIOP).

**Oregon Virtual Education (ORVED):** ORVED utilizes a variety of courseware providers to offer on-line instruction to high school students. Both high school and college-level courses are taught by certified teachers in both core and elective areas. Courseware providers include:

- Moodle (Florida Virtual Courseware and Individual Oregon Teacher developed courses)
- EdOptions
- AccelerateEd

**Testing Services COGAT6:** CTA provides electronic scoring of Riverside Publishing COGAT6 ability tests primarily used by districts for talented and gifted identification.

**Testing Services NNAT2:** CTA provides electronic scoring of Pearson Naglieri ability tests primarily used by districts for talented and gifted identification.

**Web Design and Development:** Custom web site design and development takes advantage of your district website for better communications with your internal and external audiences. Focus is on the use of Drupal.

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## **Medicaid Billing Services Medicaid Administrative Claiming**

Medicaid Administrative Claiming (MAC) identifies and accounts for certain activities performed by public school staff that can be claimed for reimbursement/federal financial participation (FFP) amount which reflects the actual costs to provide those services.

**Funding Option(s):** Contract

**Proposed Modification(s):** No Proposed Modifications

**Description of Services:**

- Develop and maintain technology and procedures that ensure appropriate process documentation according to the retention schedule and state requirements
- Provide on-site train-the-trainer workshops on MAC program and completing the survey
- Provide on-line training option for participating employees
- Provide necessary training materials
- Provide technical assistance
- Ongoing development and maintenance of the MESD web based survey tool

**Services Not Provide by MESD:** Not applicable to this service/program

**Statement of Positive Outcomes:**

- Federal dollars for services provided
- Assurance of program integrity and coordination of services

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## **Medicaid Billing Services School-Based Health Services**

MESD takes leadership responsibility for coordinating information to and from the State Medicaid Agency, and sharing updates with component district administrators. Component Districts depend on the MESD Medicaid Billing Department to maintain Medicaid expertise, prompt or make them aware of documentation requirements, program or contract changes, lead audits, develop needed technology etc. By centralizing the Medicaid programs at MESD, component and outside district program integrity is maintained with the least cost and effort to component districts, operations are efficient and effective, and technology costs are shared.

With the national transition from the (old) 4010 HIPAA transaction standards to the (new) 5010 standards all districts that bill Medicaid are forced to upgrade their existing software. MESD is taking the lead in developing a completely new system for our local service districts. To further reduce component district costs, MESD is building a system that can be used by any and all districts across the state who will share in the technology costs.

By sharing technology costs and contracting with non-component districts that use the MESD billing information system, component district costs will be held to the minimum as possible.

With this new system, OR-MED, nearly all student information systems will be able to import data directly into the Medicaid billing system and Special Education medical professionals can access or update Medicaid student information from any internet-capable SSL device. The move from paper to electronic data further reduces (1) risk of confidentiality breach of student information, (2) billing staff time to manually enter data into the billing system, (3) staff time to sort and file paper documents, and eliminates (4) the need for paper storage of confidential student information.

**Funding Option(s):** Contract

**Proposed Modification(s):** No Proposed Modifications

### **Description of Services:**

- Develop and maintain the school-based Medicaid billing system in compliance with Oregon Medicaid policy and procedures requirements
- MESD Medicaid billing staff provide training and workshops
- Monthly reports are provided to component Special Education administrators
- MESD receives, manages and maintains all electronic Medicaid data transactions
- Liaison between Oregon Health Authority (OHA) and component districts regarding School-Based Health Services Program

NOTE: Districts receive and maintain all Medicaid financial transactions

***(continued on next page)***

**Medicaid Billing Services  
School-Based Health Services  
(continued)**

**Services Not Provided by MESD:** Not applicable to this service/program

**Statement of Positive Outcomes:**

- Awareness of Medicaid expectations to ensure program compliance, reducing district risk
- Prompt notification when information or documentation is incomplete
- Streamlined efforts focusing on those medically-licensed staff who can bill for services to Medicaid-eligible students
- Ongoing development, improvement and/or support for services that may qualify for reimbursement
- Leadership and support in obtaining Medicaid reimbursement
- Utilize and employ electronic record keeping system for billing purposes reducing the amount of paper shuffling between Multnomah ESD and component districts
- Ongoing technology development to ensure the greatest level of efficiency and respect for staff time in capturing Medicaid reimbursement

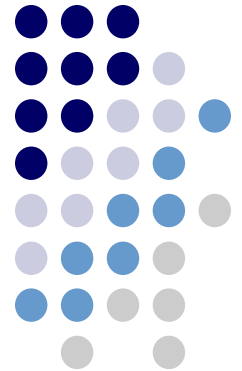
Multnomah Education Service District

11611 NE Ainsworth Circle

Portland, Oregon 97220

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# Administrative Support Services



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# Employment Legal and Human Resource Services

Multnomah Education Service District offers a unique blend of legal expertise (specializing in employment law), human resources expertise, and several years' of effective management experience.

With this unique blend of skills, MESD can provide Districts:

- Legal advice, counseling, training and support
- Management training, tools, templates and documentation
- Side-by-side management coaching to develop skills and competencies
- Human resources support and training.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** Modifications

## Description of Services:

### General Services:

- Phone calls and/or email consultations and advice regarding employee issues (e.g., interpreting CBAs and policies, performance management issues, etc.)
- Investigating complaints and resolving disputes (e.g., harassment, etc.)
- Engaging in the interactive process and processing requests for accommodations
- Processing terminations (e.g., ensuring sufficient documentation, etc.)

### Employment Law:

- Email and telephone consultation and advice (e.g., interpreting CBAs, performance management, etc.)
- Legal advice and consulting
- Drafting/revising employee handbooks and policies
- Compliance assistance with:
  - ADA (e.g., accommodations, interactive process, etc.)
  - FMLA/OFLA (e.g., tracking, eligibility, processing)
  - Wage and Hour
- Workplace investigations (e.g., sexual harassment)
- Documentation, discipline, and discharge assistance
- Contract review

### Human Resources:

- Day-to-day advice and consultation
- Modification of policies, job descriptions, etc.
- Performance evaluations assistance
- PDU verifications
- New Hire processing (substitutes and employees)
- Training
- Fingerprinting Services

*(continued on next page)*

**Employment Legal and  
Human Resource Services  
(Continued)**

**Description of Services continued:**

**Management Training:**

- Management/Leadership

**Cost:**

- Costs on an hourly basis
- Monthly package price = 5% reduction in hourly fees
- Human Resource support/consultation: \$50 an hour
- Legal support: \$150 an hour
- Management Training/Coaching: \$150 an hour

**Statement of Positive Outcomes:**

- Needs determined on an individual district basis
- Early identification of potential legal litigation and minimizing risk
- Improved use of resources through shared services and training opportunities
- Emphasis on preventive strategies and planning to achieve desired outcomes
- Customized training and forums for discussion of issues using small or large group settings

## Inter-District Delivery System (Pony)

Facilities and Transportation Services provide inter-district “pony” delivery service to component districts. This service is operated on a budget of approximately \$25,000 a year and funds a partial FTE and covers vehicle maintenance and operation costs.

**Funding Option(s):** Resolution

**Proposed Modification(s):** No Proposed Modifications

### Description of Services:

The inner office courier route is operated two days per week (Tuesday/Thursday). It provides mail service to the following component district offices as well as various MESD school programs and locations:

#### Component District sites:

- Centennial District Office
- Corbett School District Office
- David Douglas District Office
- Gresham/Barlow School District Office
- Portland Public Schools
- Reynolds School District Office
- Riverdale School District Office

#### Multnomah ESD sites:

- Alpha School
- Arata Creek
- Donald E. Long School
- Helensview School
- Pathways Community School

#### Other sites:

- Albertina Kerr Center (Wynne Watts)
- Clackamas ESD Mailroom
- Doernbecher Children’s Hospital School Program
- Emanuel Hospital School Program
- Shriners Hospital School Program

### Statement of Positive Outcomes:

- Service allows component districts to administer their education mission

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## Payroll Services

This service provides all support services required for maintenance of programs and their employees.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** No Proposed Modifications

### Description of Services:

- Enter all information related to payroll, code and input timesheets
- Process payroll in time to meet the direct deposit requirement
- Leave accounting function
- Prepare manual checks for terminated employees, retroactive payments, adjustments for overpayments, refunds and third party payments. Input and edit adjustment files, payroll advance and garnishments.
- Prepare monthly, quarterly and annual reports for Federal and State withholding taxes, Social Security taxes, Unemployment taxes, Worker's Compensation and third party payments
- Make timely withholding deposits to taxing authorities in accordance with applicable laws and regulations
- Responsible for payroll system purposes
- Calculate and pay all payroll liabilities such as mandatory deductions, fringe benefits and voluntary deductions
- Administer PERS according to rules and regulations
- Reconcile year end payroll and issue W-2 forms
- Reconcile Payroll liabilities to General Ledger

### Statement of Positive Outcomes:

- Component districts using these services experience a high standard of customer service and quality

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## Procurement Card

Multnomah ESD (MESD) is expanding its Procurement Card (PCard) services to include offering the service to other ESD's and School Districts in Oregon. This Service would be offered as a Shared and/or Contracted Service providing smaller ESD's and School Districts, currently ineligible for cards due to the small number of cards needed, the opportunity to enjoy a more efficient purchasing process providing potential cost savings to them. PCards look and operate similar to credit cards; however they do not carry a revolving line of credit. MESD would meet with districts to establish their PCard needs and the dollar limits associated with them.

**Funding Option(s):** No cost to districts

**Proposed Modification(s):** No Proposed Modifications

### Description of Services:

MESD will provide Procurement Cards (PCards) and the Administration related to them. Including, but not limited to:

- Ordering/Deactivating Cards
- Program Maintenance
- On site PCard Training
- PCard Auditing Services

### Statement of Positive Outcomes:

- Component districts using this service experience significant improvement in efficiency of processing procurement, accounts payable and staff reimbursement transaction cycles. References available.

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## **School Announcement Closure Network FlashAlertNewswire.net**

MESD contracts with FlashAlertNewswire.net each year for the ESD and component districts to support the interface between component districts and radio/television stations when emergency closures must be communicated to the public.

The network is intended to provide news media with accurate, time-sensitive information that impacts a large number of people. The system is also capable of distributing news releases on a broad basis to regional and statewide media. This service allows component districts to provide the media with information directly from any computer station or a web-enabled cell phone.

**Funding Option(s):** Resolution

**Proposed Modification(s):** No Proposed Modifications

### **Description of Services:**

- FlashAlertNewswire.net provides to media news rooms and their websites information about schedule changes, criminal activities or other urgent information
- Updates are posted every 5 minutes and sent to news media websites
- Information automatically appears on their pages where the public can view it
- Non-urgent news releases go onto an archive webpage where it remains available to the media for one month
- Each component district has a page in the system to which it may link instead of needing to update its own home page during the early morning hours

### **Statement of Positive Outcomes:**

- Parents and the community are notified of emergency closures in a timely and efficient manner
- Notification is faster than faxes and more accurate than phone calls
- FlashAlertNewswire.net is redundant in that stations can see information as it is posted

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## **Substitute Teacher TSPC Registration & Automated SmartFind Express Calling System**

The Substitute Teacher TSPC Registration & Automated SmartFind Express Calling System assist component districts by registering and training substitute teachers and other school staff in the use of the automated calling system and tracking licensure with the Teacher Standards and Practices Commission (TSPC) as appropriate.

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** Transition to SmartFind Express Calling System

### **Description of Services:**

- Register users in the automated SmartFind Express calling system
- Verify TSPC and State Board license
- Complete documentation for employment:
  - Verification for employment in the United States (I-9 documentation)
  - Process fingerprint packets and/or Criminal History Verification of Applicants for Oregon Department of Education
- Training for SmartFind Express calling system users
- Training in Bloodborne Pathogens
- Training in Child Abuse Prevention
- Training in Sexual Misconduct Prevention
- Maintains database to ensure current licensure and availability of substitutes
- Respond to inquiries from substitutes and component districts on license status
- Complete peer forms for substitute teacher
- Assist in locating long-term substitute applicants with specific endorsements
- Assist in filling unfilled jobs if a problem exists
- Adjust employee information for emergency absences as needed
- Train administrators and secretaries on the SmartFind Express calling system as requested
- Help desk assistance for substitutes, employees, and component districts using SmartFind Express calling system
- Collect information from component districts on employee and site information for entry to the SubFinder database
- Revise database as requested by administrators
- Hold user meetings to assure needs are being met
- Assist in processing of unemployment claims by verifying if a substitute indicated he/she was unavailable for work on a specific date

***(continued on next page)***

***Substitute Teacher TSPC Registration &  
Automated SmartFind Express Calling System  
(Continued)***

**Statement of Positive Outcomes:**

- Component districts do not need to:
  - verify TSPC license and complete substitute teacher PEER forms
  - collect and process employment documentation
  - track substitutes for availability and license validity
  - process unemployment claims for substitutes
  - provide for initial and follow up Bloodborne Pathogen training
  - provide for Child Abuse Prevention Training
  - Provide for Sexual Misconduct Prevention Training
- Central calling system ensures that component districts are not in competition for the same substitutes
- Interface between SubTracker and SmartFind Express may provide for streamlined payroll and leave accrual processing

## SubTracker IFAS Module

Business Services has licensed SubTracker, a module within the IFAS financial and Human Resource System, for use within the MESD. Component districts wishing to implement and use this module are required to participate in the cost for licensing the product (a one-time charge) as well as the ongoing annual maintenance costs

**Funding Option(s):** Resolution and/or Contract

**Proposed Modification(s):** Changing to SmartFind Express Calling System Interface

### Description of Services:

- Acts as an intermediary module between the SmartFind Express substitute system and IFAS
- SubTracker takes substitute time entries, as well as teacher leave entries generated from SmartFind Express, and adds appropriate account numbers and hour codes needed for time entry process in IFAS

### Statement of Positive Outcomes:

- Saves considerable staff time and effort by eliminating paper timesheets, manual approvals and data entry into the payroll system
- Helps component districts be more efficient with their resources by automating what is currently a very manual and labor intensive temporary time capture process

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## **NEW Training and Management Coaching**

With SB 290, school districts are responsible to provide new strategies to improve the observation and evaluation components for teachers and administrators. Effective employee coaching is one strategic process that can assist districts in the implementation of these new standards. The workshop sessions provide a step-by-step process for coaching teachers and administrators towards greater accountability with long term results of improvement.

**Funding Option(s):** Contract

**Proposed Modification(s):** New Program

### **Description of Services:**

#### **Effective Coaching:**

By mastering this coaching process and developing management skills, a district can expect to:

- Achieve a higher level of overall productivity, service and operational performance
- See individual employees take more responsibility for their personal performance
- Improve effectiveness of your employees, which in turn will improve the overall confidence of your employees to achieve higher outcomes with students

#### **Management Training:**

- Provides effective management and leadership training for staff
- Promotes understanding of the levels of management
- Promotes understanding of the importance of skills that differentiates a competent manager and an effective leader
- Learn and practice the coaching process
- Distinguish
- Compliance assistance with:
  - Accountability
  - Performance Management
  - Skill Development

#### **Tools and Resources:**

- All necessary tools and resources for training will be provided within the costing of the 12 week class session

### **Statement of Positive Outcomes:**

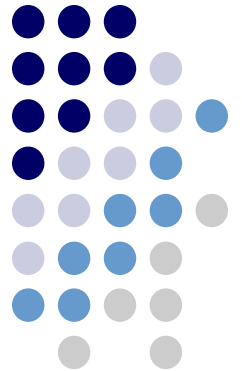
- Needs determined on an individual district basis
- Early identification of potential legal litigation and minimizing risk
- Improved use of resources through shared services and training opportunities
- Emphasis on preventive strategies and planning to achieve desired outcomes
- Customized training and forums for discussion of issues using small or large group settings

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Multnomah Education Service District  
11611 NE Ainsworth Circle  
Portland, Oregon 97220

# APPENDIX



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<h2 style="margin: 0;">BOARD OF DIRECTORS</h2> <p style="margin: 0;">2013-2014</p>
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Position	Board Member	Representing	Term Ends
One	Bernie Giusto (Chair)	Zone 5	6/30/2017
Two	Nels Johnson	At Large	6/30/2017
Three	Francisco Acosta, Jr.	Zone 2	6/30/2017
Four	Erica Thatcher	Zone 4	6/30/2017
Five	Gary Hollands	Zone 1	6/30/2015
Six	Doug Montgomery	At Large	6/30/2015
Seven	Kevin Spellman (Vice chair)	Zone 3	6/30/2015

The primary mission of the Multnomah Education Services District is to furnish authorized services which support state and local efforts to provide an efficient and high quality educational opportunity for each public school student residing in the component districts of Multnomah County.

In fulfillment of this mission, an elected seven-member board establishes and oversees policies, employs staff and dedicates resources. The Board of Education is the governing body and is exclusively responsible for its public policies and accountable for fiscal oversight.

The Board recognizes its responsibility to the community whom they serve, and to provide benefits for which MESD was created. Accordingly, the Board adopts goals consistent with the legislated mission, roles, powers and duties of MESD. The development of such goals is essential to enable MESD to pursue its mission to assist component districts and the Oregon Department of Education in achieving Oregon's educational goals by providing equitable, high quality, cost-effective and locally responsive educational services at a regional level.

The Board holds public meetings once a month to consider, discuss and determine the direction of the MESD on a wide variety of issues. The meetings are held in the Board Room at the Multnomah Education Service District, 11611 NE Ainsworth Circle, Portland, Oregon, generally on the third Tuesday of each month. Special meetings, work sessions and executive sessions are held on occasion to discuss designated topics.

All voters living within the boundary of Multnomah County elect the Board members by zones to represent the entire MESD. Board members serve four-year terms without compensation and can be re-elected.

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**Multnomah Education  
Service District  
2013-2014**



**Board of Directors**

**Don Hicks**  
Risk Manager

**Mark Skolnick**  
Public Information Officer

**Barbara Jorgensen**  
Superintendent

**Heyke Nickerson**  
Director Human Resource Services  
Legal Counsel

**Kathryn Skimas**  
Chief Program Officer  
of Education

**Margo Lalich**  
Director  
School Health Services

**Jim Rose**  
Chief Operating Officer/  
Director Technology Services

Judy Custy  
Coordinator  
Curriculum &  
Instruction

Peter Kane  
Principal  
Alpha  
School

Jeanne Zuniga  
Coordinator  
Special  
Education

Ann Vrabel  
Coordinator  
Health Services

Steve Moore  
Supervisor

Operations

Dan Prince  
Coordinator  
Outdoor School

Kris Persson  
Principal  
Helensview

Patrick McArthur  
Supervisor  
Wynne Watts  
LTCT

Ann Occhi  
Supervisor

Catherine  
Murphy  
Supervisor

Rose Schaefer  
Director  
Business  
Services

Julie Conroy  
Proj. Mgr.  
Migrant Ed

Geoff Garner  
Proj. Mgr.  
Alternative  
Pathways

Cara Olsen-  
Sawyer  
Hospital Prog.

Sherry Poujade  
Supervisor

Christy Fawcett  
Supervisor

Mark Wheeler  
Supervisor  
Facilities  
Services

Kevin Hunking  
Coordinator  
YCEP/JDEP

Shelly Saunders  
Supervisor  
FLS-Pathways

Joni Tolon  
Supervisor  
Arata Creek

Karla Hobbs  
Supervisor  
Student  
Applications

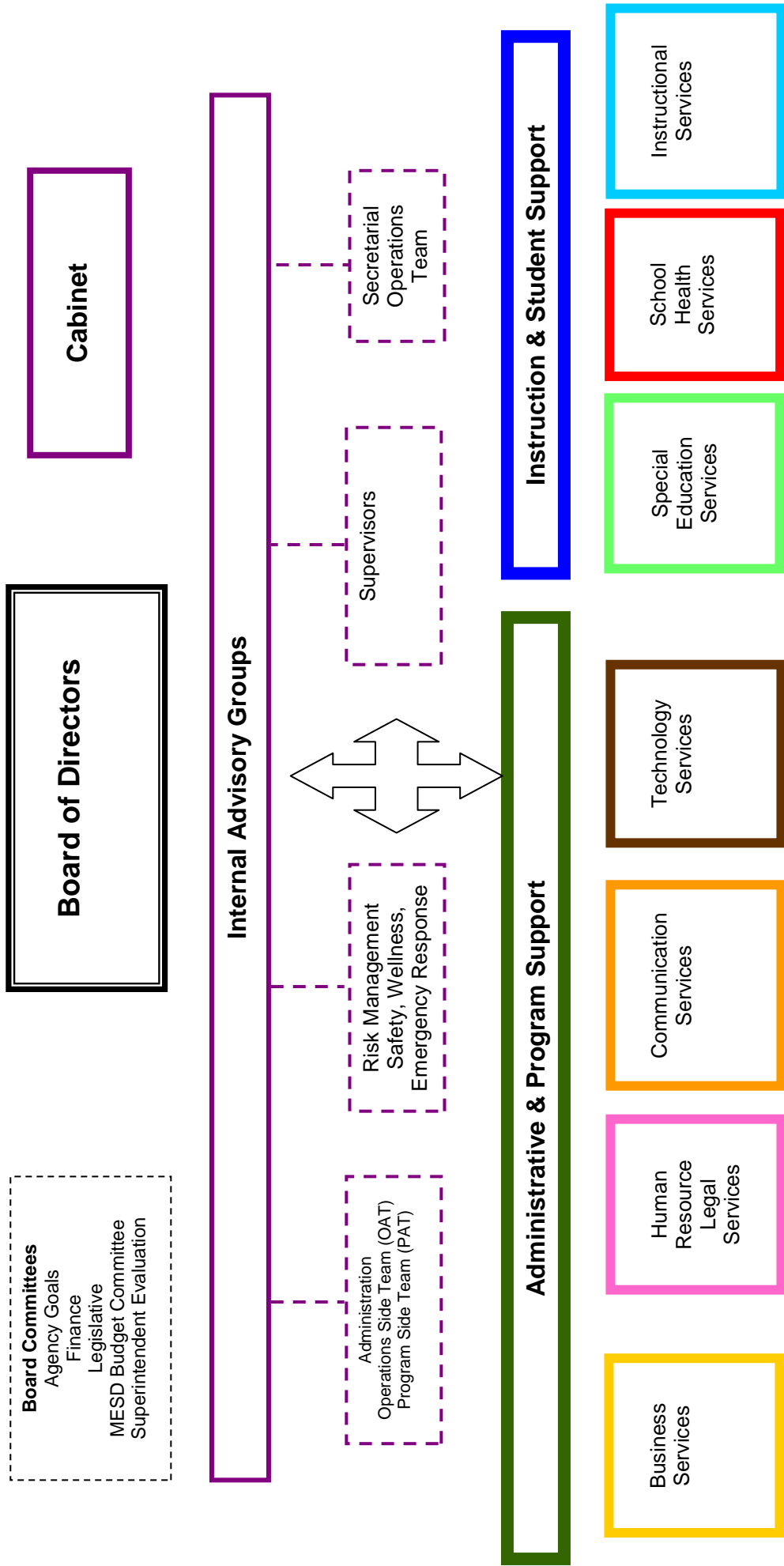
Leanne  
Mixa  
Support  
Services

Eric Harrison  
Supervisor  
Networking  
Desk Support

Eric Gustafson  
Supervisor  
Bus Applications  
SubFinder

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# Multnomah Education Service District 2013-2014



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**INSTRUCTIONAL SERVICES ADVISORY COMMITTEE  
2013-2104**

<b>District</b>	<b>Instructional Services</b>	<b>Outdoor School</b>	<b>Curriculum and Instruction</b>
<b>MESD Staff</b>	<b>Kathryn Skimas</b>	<b>Dan Prince</b>	<b>Judy Custy</b>
<b>Centennial</b>	<b>Lori Silverman</b>	<b>Cheryl Williamson</b>	<b>Cheryl Williamson</b>
<b>Corbett</b>	<b>Dee Dee Hanes</b>	<b>Carrie Church</b>	<b>NA</b>
<b>David Douglas</b>	<b>Barbara Kienle</b>	<b>Cheryl Bland</b>	<b>Derek Edens Brooke O'Neill</b>
<b>Gresham-Barlow</b>	<b>Janell Black</b>	<b>Jim Schlachter Jennifer Sorcinelli Sally Kirkpatrick</b>	<b>Tim Drilling Anita Harris Teresa Ketelsen Angie Kautz</b>
<b>Parkrose</b>	<b>Kathy Keim- Robinson</b>	<b>Annette Sweeney</b>	<b>Michael Lopes</b>
<b>Portland</b>	<b>Mary Pearson</b>	<b>Patrick Mangan</b>	<b>Kimberly Matier Susan Payne</b>
<b>Reynolds</b>	<b>Brenda Martinek</b>	<b>Gary Schuh</b>	<b>Amy Jackson</b>
<b>Riverdale</b>	<b>Sue Jonson</b>	<b>Todd Migchelbrink Brian Black</b>	<b>NA</b>

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**School Health Services/Special Education Advisory Committees**  
**List 2013-2014**  
**(new information in RED)**

<b>Name</b>	<b>Title</b>	<b>Address</b>
Lori Silverman <i>Konnie Nunez, Secretary</i>	Director of Student Services	Centennial School District 18135 SE Brooklyn Portland, OR 97236
Linda Eastlund	Special Education Director	Clackamas ESD 13455 SE 97 <sup>th</sup> Avenue Clackamas, OR 97015
C. Roberta Weber <i>Melissa Phillips, Secretary</i>	Director	Columbia Regional Program 8333 NE 74 <sup>th</sup> Portland OR 97213
Desiree Chiu	Director of Student Services	Corbett School District 35800 E Hist Columbia River Hwy Corbett, OR 97019
Barbara Kienle <i>Leslie Jones, Secretary</i>	Director of Student Services	David Douglas School District 1500 SE 130 <sup>th</sup> Ave Portland, OR 97233
Pia Leonard	Director, Human Resources and Instructional Services	Gladstone School District 17789 Webster Road Gladstone, OR 97027-1498
Janell Black <i>Laurie Miller, Secretary</i>	Executive Director Student Support Services	Gresham-Barlow School District 1550 NW Eastman Parkway, Suite 175 Gresham, OR 97030
Ashlee Marston <i>Elizabeth Blaylock, Secretary</i>	Interim Director, Office of Supported Education	Molalla River School District PO Box 188 Molalla, OR 97038
Jill Daniels	Program Manager School-Based Health Center	Multnomah County Health Dept 426 SW Stark, 8 <sup>th</sup> Floor Portland, OR 97204
Melissa Glover	Education Specialist Multnomah County Contact	Oregon Department of Education 255 Capitol St NE Salem, OR 97310
Kathy Keim-Robinson <i>Julie Knoles, Secretary</i>	Director, Student Services	Parkrose School District 10636 NE Prescott St Portland, OR 97220
Ed Krankowski <i>Robin Malone, Secretary</i>	Assistant Director, Special Education	Portland Public Schools PO Box 3107 Portland, OR 97208-3107
Carla Gay	Education Options	
Tammy Jackson <i>Julie McGalliard</i>	Assistant Director of Student Services	PPS – Tubman Campus Student Services Dept 2231 N Flint Avenue Portland, OR 97227
Robin Mack		
Brenda Martinek <i>Candee Layton, Admin</i>	Executive Director Special Education	Reynolds School District 1204 NE 201 <sup>st</sup> Ave Fairview, OR 97024
Sue Jonson	Special Education Director / Learning Specialist	Riverdale School District 11733 SW Breyman Ave Portland, OR 97219

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**Network Services  
A Technology Services  
User/Advisory Group  
2013-2014**

**Centennial School District**

Chris Dresel  
Matt Hudson

**Corbett School District**

Phil Pearson

**David Douglas School District**

Derek Edens  
Shay Smith

**Gresham-Barlow School District**

Bill Dewitz  
David Pierce

**Parkrose School District**

Christine Blouke  
Andrew Mclaughlin  
Richard Doyle

**Portland Public School District**

Dustin Milberg

**Reynolds School District**

Jeff Thompson  
Mary Nosack

**Riverdale School District**

Paul Nelson

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**Student Information System  
A Technology Services  
User/Advisory Group  
2013-2014**

**Centennial School District**

Frank Decker  
Mike Caron

**Corbett School District**

Phil Pearson  
Randy Trani

**David Douglas School District**

Derek Edens  
John May

**Gresham-Barlow School District**

Bill Dewitz  
Darrin King

**Parkrose School District**

Christine Blouke

**Portland Public School District**

Marita Ingalsbe  
Sajal Maheshwari

**Reynolds School District**

Patty Carerra  
Mary Nosack

**Riverdale School District**

Cheryl Wright

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