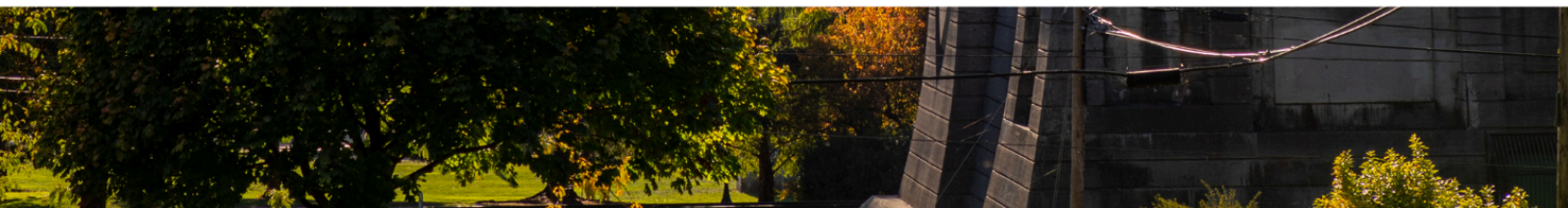




Multnomah Education Service District

2024-25 Local Service Plan



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Administration & Board of Directors

<p>MESD Administration Building 11611 NE Ainsworth Cir. Portland, OR 97220 Phone: 503-255-1841</p>	<p>Arata Creek School <i>Mercedes Munoz, Principal</i> 2470 SW Halsey St. Troutdale, OR 97060 Phone: 503-2624850</p>	<p>Baker Creek School <i>Christine Otto, Program Administrator</i> 535 NE 5th St. McMinnville, OR 97128</p>	<p>Burlingame Creek School <i>Mercedes Munoz, Principal</i> 876 NE 8th St. Gresham, OR 97030 Phone: 503-262-4050</p>
<p>Donald E. Long School <i>Todd Nicholson, Principal</i> 1401 NE 68th St. Portland, OR 97213 Phone: 503-988-5937</p>	<p>Hassolo School <i>Christine Otto, Program Administrator</i> 11611 NE Ainsworth Cir. Portland, OR 97220 Phone: 503-257-1645</p>	<p>Helensview School <i>Dan Cohnsteadt, Principal</i> 8678 NE Sumner St. Portland, OR 97220 Phone: 503-262-4150</p>	<p>Hospital Schools Program <i>Amy Marquardt-Dustin, Program Administrator</i> Phone: 503-262-4200</p>
<p>Inverness School <i>Christine Otto, Program Administrator</i> 11540 NE Inverness Dr. Portland, OR 97220 Phone: 503-257-1645</p>	<p>Knott Creek School <i>Noa Martinsen, Principal</i> 11456 NE Knott St. Portland, OR 97220</p>	<p>Ocean Dunes High School <i>Joy Koenig, Principal</i> 4859 S. Jetty Rd. Florence, OR 97439 Phone: 541-791-5909</p>	<p>Rivercrest High School <i>Todd Nicholson, Principal</i> 3002 NE Ainsworth St. Portland, OR 97211</p>
<p>Three Lakes/Riverside/Ponderosa Creek High Schools <i>Joy Koenig, Principal</i> 4400 Lochner Rd. SE Albany, OR 97322 Phone: 541-791-5909</p>	<p>Wheatley School <i>Megan Baker, Principal</i> 14030 NE Sacramento St. Portland, OR 97230 Phone: 503-262-4000</p>	<p>Wynne Watts-Kerr Center <i>Amy Marquardt-Dustin, Program Administrator</i> 930 NE 162nd Portland, OR 97230 Phone: 503-262-4200</p>	

<p>Board of Directors Katrina Doughty-Chair kdoughty@mesd.k12.or.us Position 7, Zone 3 Renee Anderson-Vice Chair randerso2@mesd.k12.or.us Position 3, Zone 2 Jessica Arzate jarzate@mesd.k12.or.us Position 4, Zone 4 Danny Cage dcage@mesd.k12.or.us Position 6, At Large Samuel Henry shenry@mesd.k12.or.us Position 1, Zone 5 Denyse Peterson dpeterson@mesd.k12.or.us Position 5, Zone 1 Helen Ying hying@mesd.k12.or.us Position 2, At Large</p>	<p>Administration Superintendent, Dr. Paul Coakley 503-257-1504 pcoakley@mesd.k12.or.us Assistant Superintendent, Sascha Perrins 503-257-1531 sperrins@mesd.k12.or.us Director of Business Services, Doana Anderson 503-257-1520 danderso@mesd.k12.or.us Director of Strategic Communications and Public Affairs, Marifer Sager msager@mesd.k12.or.us Director of Student Services, Todd Greaves 503-257-1658 greaves@mesd.k12.or.us Director of Curriculum & Instruction, Angela Hubbs 503-257-1692 ahubbs@mesd.k12.or.us Director of Regional Equity Initiatives & Partnerships, Dr. Reiko Williams 503-257-1603 rwilliams@mesd.k12.or.us Interim Director of Human Resources, Sam Breyer sbreyer@mesd.k12.or.us</p>
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Explanation of Local Service Plan

Each ESD's component school districts are to pass the Local Service Plan following these guidelines: It must be passed by 2/3 of the districts representing more than 50% of the student population. The Local Service Plan must contain, and every ESD must provide, the following services:

- Programs for children with special needs, including but not limited to special education services, comprehensive school health services, services for at-risk students and professional development for employees who provide those services.
- Technology support for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services, distance learning and professional development for employees who provide those services.
- School improvement services for component school districts, including but not limited to services designed to support component school districts in meeting the requirements of state and federal law, services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts, services designed to support and facilitate continuous school improvement planning, services designed to address school wide behavior and climate issues and professional technical education and professional development for employees who provide those services.
- Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035.
- Other services that an education service district is required to provide by state or federal law, including but not limited to services required under ORS 339.005 to 339.090.

Component Districts We Proudly Serve:

- Centennial
- Corbett
- David Douglas
- Gresham-Barlow
- Parkrose
- Portland Public
- Reynolds
- Riverdale



2024-2025 Local Service Plan (LSP Timeline)

September 2023	Share timeline with Advisory groups (Instruction, Student Services, Technology Services)
October 2023	Present initial draft to Advisory groups, and gather feedback
November 2023	Present second draft LSP to Advisory groups and gather feedback
January 2024	Present final draft to Superintendents MESD Board approves LSP
February 2024	Component Districts approve LSP with a Board Resolution Budget/costing template development begins.
March 2024	Districts are asked to confirm any significant changes in LSP participation MESD costing estimates draft revised (if needed) and shared with Directors
April 2024	MESD proposed budget presented to budget committee Minimum Commitments for LSP Services due to MESD
May 2024	Costing template and services commitments finalized

Budget in Brief

Local Service Plan offerings are significantly funded by State School Fund revenues allocated to component districts and by other federal, state, and local revenues. Below is the estimated state school fund revenues for the current biennium.

State School Fund Estimates for the 2023-2025 Biennium

	2023-2024	2024-2025	Total
Legislative Appropriation ¹	\$ 4,998,000,000	\$ 5,202,000,000	\$ 10,200,000,000
Less state-wide transfers/deductions ("carve-outs")	(62,763,498)	(62,763,498)	(125,526,996)
State revenue for formula	4,935,236,502	5,139,236,502	10,074,473,004
Plus local revenue for formula ²	2,499,332,972	2,586,809,626	5,086,142,598
Total revenue for formula	7,434,569,474	7,726,046,128	15,160,615,602
ESD share at 4.5%	334,555,626	347,672,076	682,227,702
Less ESD transfers/deductions ("carve-outs")	(9,219,125)	(9,219,125)	(18,438,250)
ESD State School Fund formula revenue for distribution	\$ 325,336,501	\$ 338,452,951	\$ 663,789,452
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Estimated MESD portion of ESD distribution	\$ 49,885,324	\$ 51,946,273	\$ 101,831,597
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MESD allocation to funds			
Operating Fund (10%) for general operations	\$ 4,988,532	\$ 5,194,627	\$ 10,183,159
Resolution Fund (90%) for Component Districts	\$ 44,896,792	\$ 46,751,646	\$ 91,648,438

MESD Allocation to Component Districts	ODE Extended ADMw*	Hold Harmless ADMw	% of Total	2023-24 Apportionment	2024-25 Apportionment
Centennial	6,866.36	6,866.36	6.6%	\$ 2,958,800	\$ 3,081,039
Corbett (X 1.61)	1,227.73	1,976.65	1.9%	851,761	886,950
David Douglas	11,012.13	11,012.13	10.6%	4,745,263	4,941,308
Gresham-Barlow	13,719.70	13,719.70	13.2%	5,911,989	6,156,235
Parkrose	3,504.47	3,504.47	3.4%	1,510,120	1,572,508
Portland Public	53,153.33	53,153.33	51.0%	22,904,428	23,850,696
Reynolds	12,928.26	12,928.26	12.4%	5,570,947	5,801,104
Riverdale (X1.61)	639.24	1,029.18	1.0%	443,485	461,807
Total	103,051.22	104,190.07		\$ 44,896,792	\$ 46,751,646

* ODE Extended ADMw from 12/19/2023 estimate

¹ The SSF estimate is based on the ODE Estimate dated 12/19/2023.

² This estimate assumes a 3.5% increase in local revenues for 24/25.



Instructional Services

Alternative Middle School: The Middle School provides individualized instruction and specialized support services for youth in middle school grades 6-8 who do not need a therapeutic program, but have dropped out of school, are experiencing chronic attendance issues, or have behavioral needs. Students receive personalized academic support, social services, and middle school-specific curriculum from content-specific teachers. This is a cohort-based program. The goal of the program is upon completion students will return to their home schools.

Alternative Pathways: Alternative Pathways includes the TRiO Educational Talent Search program and is grant funded through the U.S. Department of Education. Established with the passage of Title IV of the Higher Education Act of 1965, TRiO provides educational opportunities for low-income and first-generation students.

Assessment and Evaluation Program: Educational services leading to a high school diploma or GED are provided to students currently in the Assessment and Evaluation Program, a behavioral rehabilitation services placement located inside of the Donald E. Long Juvenile Facility. Youth served are between ages 13-17 and require a staff-secured, out-of-home placement for assessment/evaluation, stabilization, and transition planning.

Behavior and Instructional Consultation Services: See Behavior and Instructional Consultation Services description under Special Education Services.

College/Career Readiness: College/Career Readiness services support component district systems that (1) provide increased opportunities and clearly articulated pathways for high school students in attaining college credit while attending their home high schools, and (2) prepare youth to enter post-secondary career training. Services may include career and technical opportunities, college-level educational opportunities, drop-out prevention strategies and/or others as identified by districts.

Curriculum Services: MESD provides support related to curriculum selection, implementation and on-going assistance. This includes aiding the Oregon Department of Education in providing districts the opportunity to review Curriculum Adoption materials and to provide professional learning (as needed) related to the adoption and implementation of new materials. Additionally, MESD supports the implementation of programs such as the “Civics Learning Project,” which brings law-related educational programs into Oregon schools.

Instructional Services (Continued)

Education Programs in Detention and Correctional Facilities: MESD provides educational programming inside of youth and adult detention and correctional facilities leading up to a high school diploma or GED. Services include credit attainment, vocational training, special education, ELL support and transition services for students who are detained, awaiting trials or hearings, or to students who have been incarcerated. These programs include:

- The Incarcerated Youth Program (IYP). This program serves adults 18-21 years of age who are detained in adult jails and have not earned a regular high school diploma or GED. This service is provided in accordance with OAR 581-015-2600. School programs include Multnomah Inverness School.
- The Juvenile Detention Education Program (JDEP). An ODE funded program, JDEP serves youth up to the age of 18 who are detained or are awaiting trials or hearings inside of juvenile detention facilities in accordance with OAR 581-015-2585. School programs include Baker Creek, Donald E. Long, and Ponderosa Creek.
- The Youth Correctional Education Program (YCEP). An ODE funded program, YCEP serves adjudicated youth up to the age of 25 who are housed in Oregon Youth Authority facilities in accordance with OAR 581-015-2585. Secondary and post-secondary programs, such as vocational education, college and dual credit enrollment, are offered at these locations. School programs include Ocean Dunes, Riverside, and Three Lakes.

Instructional Services (Continued)

Helensview School: Helensview provides individualized instruction and specialized support services for youth who have dropped out of school or who are experiencing chronic challenges or disenfranchisement attendance or behavioral issues. Helensview students receive personalized academic support, social services, and connection to post-secondary options. Supports include access to dual credit, career and technical education, and on-site job training and certifications.

Helensview Phoenix – Pregnant and Parenting Student Services: The Phoenix program at Helensview provides services to youth who are pregnant and/or parenting and identified as at-risk, and require individualized programming, prenatal, and parenting instruction. An on-site day care is provided to students.

Helensview – Therapeutic Program: Note this is cross-listed under Special Education Services as well. The Therapeutic program at Helensview provides individualized support to students identified for special education services who have intense mental health needs and require a small staff-student ratio. The therapeutic classrooms provide academic instruction, behavioral intervention, and social skills training, coupled with a mental health focus.

Home Instruction Services: Certified instructors and/or staff may be provided for youth needing home instruction on a contract basis.

Homeschool Notification: Multnomah County parents electing to educate students at home in lieu of enrolling their student(s) in a regular comprehensive school must notify MESD, as required by ORS 339.035. MESD, as required by law, maintains a database with home school student directory information, requests test results from students as required under OAR 581-021-0026(5), submits reports to component districts to notify them of their home school population, and provides resources and information for parents and component districts.

Instructional Services (Continued)

Hospital School Program: The Hospital School Program provides educational services including credit attainment, IEP services, ELL services, and transition support to students in grades K through age 21 with medical, rehabilitation, or mental health needs during the course of their hospitalization and/or ongoing treatment in accordance with ORS 343.261(2) and ORS 327.023(3). Youth in medical clinics, siblings, and family members of hospitalized youth may also receive instruction and support. The educational impact to hospitalized children is mitigated by receiving ongoing educational services, maintaining contact with their youth's attending districts, and by planning a reasonable and realistic transition back to school following hospitalization.

Instruction Services Special Projects: MESD Instruction Services has considerable expertise in developing and strengthening instructional programs. Instruction Services special projects may include consultation, management, or coordination of projects that seek to develop/strengthen instructional programs, such as mentoring and grant application/implementation. Additional projects could include curriculum and instruction development, supports to promote regular attendance/reducing chronic absenteeism, and coaching. These projects could be at a local school district level, county level, or state level.

Juvenile and Legal Rights Support: The Juvenile and Legal Rights support includes consultation, technical assistance, and direct service for individual youth, schools, and districts. Technical assistance includes developing supports for justice impacted youth, and direct services include support with expungement, curriculum development, and curriculum delivery.

Long Term Care and Treatment: The Long Term Care and Treatment (LTCT) program provides educational services including credit attainment, IEP services, ELL services, and transition support to students in grades K-12 residing in a Long Term Care and Treatment facility in accordance with OAR 581-015-2571. LTCT locations include the Wynne Watts School program.

Instructional Services (Continued)

Migrant Education Program: The Migrant Education Program provides education services and support through grants with the U.S. Department of Education for youth between the ages of 3-21 who have moved within the last three years for work in agriculture, as well as their families. The program ensures youth receive full and appropriate opportunities to meet the same challenging academic standards that all youth are expected to meet. Services and support center around five main components: school readiness, reading, math, high school graduation, and non-instructional support services. Support also extends to parent engagement and recruitment.

- **Migrant Education School Readiness:** Migrant Education School Readiness services apply to children 3-5 years old and provide learning opportunities for cognitive, social, emotional, and motor skills development in English or Spanish, depending on the native language of the children. Home visits with preschool parents provide specialized training and materials to support their children's development and growth. Incoming kindergarten students participate in a summer transition class to prepare for entering school in the fall.
- **Migrant Education Summer Program:** The Migrant Education Program includes binational collaboration and provides a full-day supplemental summer extension for incoming kindergarten through 12th grade migrant children and youth. Academic services focus on math and reading for students in grades K-8. Incoming and current secondary student services center on graduation and post-secondary college or career pathways through volunteer opportunities based within the school and community. Transportation and meals are provided for all students.

Outdoor School and Companion Programs: Outdoor School is an overnight environmental science program for sixth-grade students and high school student leaders. The curriculum focuses on hands-on science and social-emotional learning. High School programming emphasizes leadership development and career learning. Companion programs include the Fourth Grade Overnight and other customized programs for grades 2-12. Outdoor School special projects can include consultation services for schools or other organizations that seek to develop youth programming in the outdoors. Other projects could include professional development for youth programming in leadership, outdoor science and community building, and curriculum development that can include teaching kits for use in the outdoor setting.

Instructional Services (Continued)

Regional Education Network Support/EAC Support: The Regional Educational Network (REN) is a statewide initiative to support the growth and development of educators across the career continuum. MESD provides support and facilitation for the development and sustaining of networked improvement communities, professional development, and prioritized initiatives.

Regional Equity Professional Development: MESD may hire staff or contract with specialists to provide leadership, planning, and professional development and learning focused on equity-centered, culturally responsive, and culturally sustaining practices and instruction. Services may include managing and coordinating regional equity work. Projects may be at a local school district level, county level, or state level.

Regional School Improvement: School Improvement provides professional learning and technical support in the following areas: curriculum adoptions, best practices in assessment, social-emotional learning, trauma-informed and culturally relevant practices, Career Technical Education, paraeducator professional learning, attendance, school culture/climate, equity-centered practices, implementation of state standards and assessments including essential skills, and other areas identified by districts. Content specialists cover literacy, math, science, education technology, and social studies. The School Improvement team also includes 1.0 FTE funded by Multnomah County for a Preschool for All Coach for the region.

Student Assessment Services – Special Projects: Student Assessment Services provides data collections and analysis support, technical assistance, direct administration support, and training on assessment procedures and administration of the score sites. It also provides help desk support, technical assistance, and training to school districts participating in the state assessment system, including with the ELPA21, Kindergarten Assessment, etc. In addition, Student Assessment Services provides the development and support of Essential Skills work samples in reading, writing, and mathematics, as well as training in how to assess/score the work samples. Reading, writing, and mathematics Essential Skills Assessments are provided in native languages.

Instructional Services (Continued)

Student Success Act / Integrated Guidance Supports: See additional description in separate SSA Technical Assistance Section. MESD provides support and technical assistance to districts in navigating the requirements of the 2019 Student Success Act (SSA) and Oregon Integrated Guidance, applying for Student Investment Account funds, reporting and accountability, and SSA program planning and implementation. Services include regional convenings/work groups, 1:1 district support, coordinating partnerships with community based organizations, prioritization of work, and professional development in identified areas.

School Culture and Climate: Note this is cross-listed under Special Success Act as well. Consultation, training/professional learning, direct services, regional convening, and technical assistance are provided in areas that impact school and district culture and climate. Services may include assisting with violence prevention/postvention, homelessness, bias incidents, and other areas identified by districts.

School Safety and Prevention Services: Services are provided in alignment with statewide Oregon School Safety and Prevention Systems (SSPS) initiative. SSPS provides school districts with a multi-tiered system of support ranging from curriculum-based universal prevention programs, to safety-based crisis interventions. Offerings include suicide prevention services, behavioral safety assessments, access to the SafeOregon Tip Line, and positive school culture and climate support that includes programs to prevent bullying, cyberbullying, harassment, and intimidation, and to promote mental health and well-being in school districts statewide.

Substance Use Recovery Educational Services: MESD may provide a variety of services directly related to prevention, reduction, intervention, and/or recovery from substance use disorders. Services may include specialized staffing, recovery classes or groups, professional learning, and technical support for districts.

Substance Recovery Program - Rivercrest Academy: MESD provides a comprehensive high school program leading up to a diploma for youth who are in recovery from substance use disorder. The instructional model includes embedded recovery mentorship and group support in addition to core curriculum and electives. Special Education, ELL, 504, TAG, and other support services are provided as applicable.

Instructional Services (Continued)

Transition Services: MESD provides transition advocacy, educational mentorship, and wrap-around support for youth while in and after leaving unique educational settings including hospitals, detention facilities, correctional facilities and long term care and treatment facilities. Transition services and education (re)engagement services are also provided for youth who are not currently engaged in school regardless of prior educational experiences.

Walden Crossing: Educational services leading to a high school diploma or GED are provided to students currently in the Walden Crossing treatment center program. Youth served are between ages 10-17 and require a staff-secured, out-of-home placement for assessment/evaluation, stabilization, and transition planning.

School Health Services (SHS)

Contracted Health Education Services: MESD SHS provides districts and schools with instruction in and assistance with meeting state and national mandates for required health and safety training. Consultation with schools and/or employees after occupational exposures to bloodborne pathogens is also provided. Health education training can include:

- Medication Administration
- Treatment of Severe Allergic Reaction (epinephrine administration)
- Treatment of Severe Hypoglycemia (glucagon administration)
- First Aid/CPR/AED training
- Treatment of Students in Adrenal Crisis
- Oregon Occupational Safety and Health Administration (OSHA) required Bloodborne Pathogen (BBP) Training, including management of post-exposure evaluation and follow-up
- Other areas identified based on district needs

Contracted Nursing Services including Direct One-to-One Nursing: School districts may contract with MESD for additional nursing services for schools and unique programs, as well as direct one-to-one services for students with complex health conditions or those identified as medically fragile/complex. Contracted nursing is for a minimum of 21 hours per week. Training, orientation, oversight, and supervision is provided by the MESD.

Vision Screening Team: The MESD screening team assists districts in meeting the requirements of OAR 581-022-2220 by screening student vision (in grades K, 1, and 3). Students needing more in-depth exams are referred to community health providers. MESD School Health Services can refer families to resources to help reduce costs for students needing corrective lenses. Training, orientation, oversight, and supervision provided by the MESD.

Hearing Screening Team: The Hearing Program provides state-mandated screening (OAR 581-022-2220) to grades K and 1, identifying students with hearing loss. Other school-aged students referred for screening, as well as those in K-1 requiring follow up, are evaluated by the department's licensed audiologist, who conducts a comprehensive exam and makes referrals as indicated. Training, orientation, oversight, and supervision is provided by the MESD.

School Health Services (SHS) (Continued)

Immunization Program: Immunizations promote wellness by protecting all students and school staff against vaccine-preventable diseases. Under contract with Multnomah County Health Department (MCHD), School Health Services (SHS) assists school districts with immunization compliance to meet state requirements for school attendance. Services include records review, data entry, family notification, state reporting, preparation of exclusion letters, and data analysis and reporting (ORS 433.267). Training, orientation, oversight, and supervision is provided by SHS. Monitoring records minimizes the number of students excluded due to non-compliance and maximizes student attendance and learning time. Nurses and SHAs, together with the immunization team, assist families to navigate the health system to access resources for required vaccines.

School Nursing: School nursing services provide mandated health services during the regular school day, promote wellness, and assist students to achieve optimal educational experiences. Nursing services are dependent on total caseload size and may include direct health services to ill and injured students, management of acute and chronic illnesses, surveillance and follow up of communicable disease, and consultation to districts based on current evidence-based research and best practice. Nurses are a liaison between home, school, and community health care providers; they promote safety, assess growth and development, and contribute to mental, emotional, and physical well-being. Training, orientation, oversight, and supervision is provided by the MESD. As of July 1, 2020, ORS 336.201 recommends one registered nurse for every 750 students.

School Health Assistants (SHA): MESD School Health Assistants (SHAs) are unlicensed personnel who provide illness and injury management for students, with oversight from an RN. SHAs perform nursing procedures as delegated by the RN and may be the first point of contact for health services in the health room. The MESD RN/SHA team is no more than one RN to five SHAs. Training, orientation, oversight, and supervision is provided by the MESD.

School Health Services (SHS) (Continued)

Nurse Consultant: The Nurse Consultant functions as a liaison between School Health Services staff, district personnel, and County and State Health Departments. The Nurse Consultant provides investigation, reporting, and collaboration with county health departments in events related to reportable and communicable diseases. The Nurse Consultant provides management of staff body fluid and blood borne pathogen exposures, including consultation and follow up. Training, orientation, oversight, and supervision is provided by the MESD.

Complex Needs Nursing (CNN): Complex Needs Nurses (CNN) are registered nurses with expertise in the management of students with complex, chronic health needs in the school setting. CNNs augment MESD school nurse services by providing training, consultation, and support for medically fragile, medically complex, and nursing-dependent students, as defined in ORS 336.201.

The CNN may provide initial training and develop an individualized health plan until the health condition is stabilized, and then transition management to the school nurse. CNNs participate in multi-disciplinary planning, placement meetings, and IEP development. Training, orientation, oversight, and supervision is provided by the MESD.

Nurse-School Health Services Consultation: For both resolution and non-resolution schools or programs, MESD SHS may provide limited professional nursing consultation on a case by case or limited duration contract. Services may include assessment of complex health conditions, recommendations for required nursing services, assessment and evaluation of existing health services, delegations, training, and care coordination with families, schools and health care providers. Professional consultation and recommendations are based on current evidence-based research and best practice. Training, orientation, oversight, and supervision is provided by the MESD.

Special Education

Abilities in Motion (ages 5-21): The Abilities in Motion (AIM) program provides an educational opportunity for special education students with significant medical needs which impact their ability to learn. Students benefit from an academic curricula and social skills program that are modified to accommodate their unique medical challenges. The program provides instruction to develop communication skills, adaptive behaviors, and personal management skills that can be utilized within the classroom and community settings. Services are individualized and based on a student's IEP. AIM locations include Wheatley School.

Behavior and Instructional Consultation Services: Note this is cross-listed under Instructional Services as well. Consultation services are provided at the request of a district. Consultations may be with individuals or teams that may include an administrator, teacher, speech pathologist, school psychologist, occupational therapist, nurse, and/or a behavior consultant. Services may be provided across settings or situations. A referral process includes a needs assessment at no cost. Further consultation and services may be provided on a contract basis. The contract agreement includes a clear description of the services provided and fees. Professional learning services may also be included to support the consultation services. These services may include social-emotional learning and trauma sensitive practices, behavioral prevention and intervention strategies, collaborative problem solving, restorative justice strategies, culturally responsive practices, compassion fatigue and vicarious trauma awareness, and/or others identified through the consultation process.

Feeding Team Contract Services: The MESD feeding team provides assessment and training for safe feeding within the school and classroom environment. The feeding team assesses the following considerations while assessing students: positioning, medical history, nursing needs and safe feeding for students who present difficulties with oral feeding to avoid choking or aspiration. The feeding team provides safe eating protocols and consultation to districts on mealtime procedures at their request. The district completes a referral to the MESD to begin the assessment process. The MESD feeding team includes a full-time speech language pathologist, a part-time occupational therapist, and a part-time complex needs nurse. The Feeding Contract includes staff cost, mileage to and from sites, time spent in assessment, writing protocols, and regularly meeting with school-based staff (consultation and training to feed the student safely).

Special Education (Continued)

Functional Living Skills Program (ages 5-18): Located at MESD and/or component district sites, the Functional Living Skills (FLS) Program provides evidence-based instructional practices in the areas of academics, communication, motor, adaptive, social-emotional, medical, health care, behavioral, and vocational training to students with significant disabilities. Staff has extensive training in the area of Autism. The FLS program provides positive behavior intervention services including Functional Behavioral Assessments (FBAs) and Positive Behavior Support Plans (PBSPs) for students, in accordance with the Individuals with Disabilities Education Act (IDEA) and Individualized Education Plans (IEPs). The curriculum used in all classrooms aligns with state curricular standards. Services are provided in component school districts in order to provide the least restrictive environment (LRE) possible. Extended School Year (ESY) services are available for those students who qualify and when approval is provided by the local school district. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.

Functional Living Skills Transition Program (ages 18-21): The Functional Living Skills Transition Program provides post-secondary instruction for student's age 18-21 who have exited high school, and their Individualized Education Plan (IEP) identifies the need for significant post high school supports (academic, behavioral, and/or medical). The curriculum is focused upon functional applied academics, community, and classroom instruction and for preparing students for adult life. Students have the opportunity to access a variety of work experiences in the local community and develop leisure and independent living skills. The curriculum used in all classrooms aligns with the state curricular standards. Transition has a high staff to student ratio. Extended School Year services are available for those students that qualify and approval is provided by the local school district. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.

Functional Living Skills (FLS Alternative) (Ages K-21 years): Functional Living Skills Alternative aka Wheatley School is a self-contained school for students needing an intensive Functional Life Skills (FLS) educational setting due to the impact of disability, which directly affects cognition, communication, and behavior. The curriculum used in all classrooms aligns with the state curricular standards. Additional support services focus on building communications skills, motor, and sensory skills, so students feel compelled to use behavior less as a communication medium. Wheatley is staffed with a high staff to student ratio (1:1 or 2:1). Students also receive the benefit of a full-time nurse. Extended School Year services are available to those students that qualify. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative. FLS locations include Wheatley School.



Special Education (Continued)

High School Therapeutic Classrooms: See Helensview –Therapeutic Program description under Instructional Services.

Social-Emotional Skills, Behavioral Health, Therapeutic classrooms, and Evaluation/Stabilization programs:

- Arata Creek, Burlingame Creek, and Knott Creek Schools (SESP) (Kindergarten-12th)
- Transition Program (ages 18-21)
- Arata Creek, Burlingame Creek, and Knott Creek Behavioral Health (Kindergarten-12th grade)
- Knott Therapeutic classrooms (Kindergarten-5th grade)
- Evaluation/Stabilization Classrooms at Knott Creek (Kindergarten-6th grade)

The SESP program is designed for students with an Individualized Education Plan (IEP) from Kindergarten to 21 years of age to provide structural social skills training, behavioral intervention, and evidence-based academic instruction to students who have not been successful in the general education setting. This program provides mental health and behavioral consultative services within a small classroom setting (lower teacher: student ratio) for students needing additional therapeutic support.

Additionally, the Transition classroom ages 18-21, offer job training and support for students as they begin post-secondary work experiences. Instruction focuses on functional applied academics, community, and classroom instruction to prepare students for adult life.

The Behavioral Health program serves students Kindergarten-12th grade with significant behavioral challenges and lower cognitive capabilities. All students benefit from an academic curriculum and a social skills program that is modified to meet their cognitive and social-emotional abilities. This classroom has a high staff to low student ratio based on data and demonstrated need to ensure success.

The Therapeutic classrooms and evaluation/stabilization classrooms are designed for elementary students from a general education setting exhibiting significant behavioral and/or mental health concerns. Evaluation/stabilization classrooms are designed for students on a 45-day alternative placement setting with the district continuing potential evaluation procedures. It allows students within a small classroom setting with high staff ratio to participate in a safe, structured environment while the component district determines next steps in support of the student. Collaborative Problem Solving practices, culturally responsive Positive Behavioral Supports, and trauma sensitive practices are embedded in the training for staff and students.



Special Education (Continued)

*Individually Purchased Options:

Related and/or Specialist Services: Speech/Language Pathologists, Occupational Therapists, Physical Therapists, Psychologists, Behavior Consultants, Educational Assistants, English Language Learning Teachers, Assistive Technologists, and Transition Specialists.

Related Services provides direct and/or consultation services according to student IEP needs. Services may be provided at a minimum of .2 FTE increments. Caseloads are varied depending upon IEPs and locations.

Assistive Technology:

- Conduct systematic assessment of student's AT needs
- Provide assistance in IEP development
- Provide consultation and technical assistance to district teams
- Training and in-service at district request

Speech/Language Pathology:

- 1:1 therapy
- Conduct formal or informal evaluations
- Write, review, and revise IEPs as mandated by IDEA, State, and Federal rules
- Provide direct or indirect therapy
- Consultation services (IEP driven)
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

Occupational Therapy:

- Conduct formal and informal evaluations
- Write, review, and revise IEPs as mandated by IDEA, state, and federal rules
- Provide direct or indirect therapy
- Consultation services (IEP) driven
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

Special Education (Continued)

Physical Therapy:

- Conduct formal and informal evaluations
- Write, review, and revise IEPs as mandated by IDEA, state, and federal rules
- Provide direct or indirect therapy
- Consultation services (IEP) driven
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

Psychological Services:

- Conduct evaluations for: intelligence, adaptive behavior, social/emotional, formal and informal observations, and traumatic brain injury
 - Participate as a member of the evaluation team for Autism Spectrum Disorder or upon the request of the team for other eligibilities
 - 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
 - Attend IEP or three year re-evaluation meetings
 - Technical assistance (professional development)
 - Provide counseling services to individuals and/or small groups
 - Provide in-service trainings to districts
- * Included in the cost of this service option are travel, supplies, materials, and technology (computer needs) for staff

Behavior Consultant:

- Observe and collect student data regarding behavior
- Provides support to classrooms collecting functional behavior assessment data
- Develop behavior support plan and reinforcement packages
- Train and support staff with Positive Behavior Support strategies
- Attends team meeting to brainstorm strategies and success in the classrooms
- Provide behavioral recommendations, support, and feedback on processes.

Special Education (Continued)

Educational Assistants: Educational Assistant Services may be provided in the regular classroom setting or in another educational setting. Services may be purchased in .875 FTE increments.

Transition Specialist (Special Education): This is a classified staff member with a background in behavior, trained to work within districts for students transitioning from one program/school to another. The focus as a transition specialist is for a smooth crossover in placement with appropriate support for the student to be successful in the new school environment.

District Classroom Interventionist: Licensed special education behavioral specialists purchased in .2 FTE minimum slots for working with classroom staff and/or students within the classroom to support strategies and provide consultation services to the teacher for student success. The goal of this position is to keep and maintain students in the least restrictive placement possible by supporting environmental changes and student specific needs.

Technology Services

Through Cascade Technology Alliance
www.cascadetech.org

The Cascade Technology Alliance (CTA) is a collaboration between the two metro regional ESDs: Multnomah and Northwest Regional. The CTA was created by partnering the technology departments of participating ESDs to serve their area component districts as well as other districts, charter schools, government, and non-profit agencies in need of technology solutions. The CTA has a menu of services available to its component school districts including many services historically selected by MESD districts:

Application and Development Services:

- **ORMED:** MESD developed a Medicaid Fee For Service billing application to allow School Districts to submit claims to the State for Medicaid reimbursement. The most common disciplines that provide Medicaid eligible services to students are Speech Pathologists (SLP's), Occupational Therapists (OT's), Physical Therapists (PT's), and Nurses.
- **Medicaid Operational Services:** Improve Medicaid program efficiencies, provide data analysis, and help increase Medicaid Reimbursement by identifying additional Medicaid dollars that may be left on the table by districts.

Business Systems Support:

- MESD provides an extensive and integrated administrative financial and human resource system including hundreds of customized reports specifically for use in public schools.

Infrastructure Services:

- **Internet Connectivity:** MESD provides Internet Service Provision (ISP) service out of the Pittock Block for districts and agencies through a shared meet-me point. This includes redundant connections to multiple ISPs.
- **Network Services:** Wide-area data networking support is provided in the form of communication lines, router maintenance, network management, and connection to the Internet.
- **Engineering Support & On-Site Help Desk Support:** Experienced technical support and engineering staff provide high level technical support to District IT staff and for District's infrastructure needs.
- **Security Services:** Cybersecurity expertise, guidance, and engineering to support both proactive and reactive responses to evolving cybersecurity threats.

Instructional Services:

- **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. CTA provides Destiny services to MESD and its component districts.
- **Student Information Services:** Student Services provides comprehensive computer applications for student accounting and data management. The Synergy application offers access for administrators, teachers, professional staff, students, and parents to engage in the instructional process.

Other Regional Services:

The MESD provides general technology support services to districts upon request.

Please see our full list of services at:

<https://www.cascadetech.org/solutions.html>

Administrative Support Services

Strategic Communication and Public Affairs: We offer an integrated, culturally and linguistically responsive strategic marketing and communications services. The MESD communications department is committed to providing support and alignment for our component districts across Multnomah County. MESD offers guidance to communication leads. Individual contract services are also provided as requested.

Areas of support include:

- Providing alignment on messaging surrounding student safety
- Creating a coordinated crisis communications plan
- Emergency & Crisis Communications support
- Media Relations
- Public Records support
- Graphic Design
- Social Media Guidance
- Photography
- Language Access Services (plan, translations and interpreters)
- Brand Management advice and support
- Regional Support

Government Affairs: MESD retains a specialist to provide technical support and professional assistance to Multnomah County school districts in the area of government relations at the state and/or local level.

Inter-District Delivery System (aka PONY): Facilities and Transportation Services provide inter-district courier “pony” service to component districts.

K-12/Higher Education Collaboration Supports: MESD provides facilitation, technical assistance, and systemic support as needed to strengthen partnerships and pathways between K-12 school districts and higher education institutions.

Other Administrative/Operational Services: MESD can provide other general operational services to districts such as HR, payroll & business office assistance, and support for the planning and implementation of the Student Success Act.

Procurement Card Services: MESD administers procurement card services through Bank of America. It is an opportunity for smaller districts to take advantage of a more efficient purchasing process and potential cost savings. Services include ordering & deactivating cards, program maintenance, training, and auditing services.

Safety Liaison Services: MESD provides community and school safety liaison, communication and data support services.

School Announcement Closure Network: MESD contracts with FlashAlertNewswire.net each year to support the interface between the ESD & component districts and broadcast stations when emergency closures must be communicated to the public.

Student Success Act / Integrated Guidance Technical Assistance

The Statewide Education Initiatives Account (SEIA) grant provides funding to allow for increased ESD support to component school districts. This includes the technical assistance (not direct service) to school districts in developing, implementing, and reviewing a plan for receiving grant funding related to the programs within the Integrated Guidance (including Student Investment Account funding); and providing coordination with ODE in administering and providing technical assistance to school districts, including coordinating any coaching and consultation programs. This plan reflects priorities shared across multiple districts in the region.

Comprehensive Paraeducator Training: MESD develops/sources and implements professional learning for current Paraeducators in topics aligned to each districts' focus areas (e.g. social-emotional learning, racial equity, behavior support) through various learning modalities (e.g. online modules, in-person workshops, coaching supports). A regional coordinator of paraeducator professional learning systems as well as two paraeducator coaches are provided.

Diversification of the Education Workforce: MESD provides staffing, convening, and facilitation to create regional Grow Your Own programs to support students and existing staff to become teachers and administrators.

Educational Technology: Technical assistance, facilitation, and professional learning support for best practices in technology integration, virtual learning, and digital resources with the purpose of improving systems of support for students and educators.

Effective Early Literacy / Early Learning Systems: MESD provides support (coaching, consultation, professional learning, facilitation) for integration of PK-early elementary systems (instruction, assessment, social-emotional learning, family engagement) for literacy, math, and other content areas with an emphasis on meeting the needs of historically underserved student groups. MESD funds an Early Literacy position focused on providing this support, and this position collaborates with the County-funded Preschool for All coach position to integrate and align supports.

Student Success Act / Integrated Guidance Technical Assistance (Continued)

Equity, Continuous Improvement, and Community Engagement of Focal Populations: MESD provides support for equity-related professional learning in the region, funding a regional equity facilitator position. This role includes capacity-building for both ESD and district staff to support equitable outcomes for historically marginalized students. A regional coordinator for research and evaluation, as well as a data analyst position, also provides support for districts related to continuous improvement. MESD staff work across teams in each of the following areas to provide technical assistance (professional learning, facilitation, resources) to build capacity for district staff for authentic systemic engagement of historically underserved communities.

Every Day Matters: MESD provides a regional specialist to support districts in addressing chronic absenteeism and improving attendance rates. This position provides consultation and regional capacity building with an integrated focus on student and family engagement for grades K-8.

High School Success: MESD provides a regional specialist to support districts in applying for and implementing High School Success grant funds. This position provides consultation and regional capacity building with an integrated focus on Career Technical Education and attendance in grades 8-12 in the region.

School Climate and Culture: Note this is cross-listed under Instructional Services as well. Consultation, training/professional learning, direct services, regional convening, and technical assistance are provided in areas that impact school and district culture and climate and mental/behavioral health. Services may include assisting with violence prevention/postvention, homelessness, bias incidents, and other areas identified by districts.

SIA Plan Technical Assistance: Assistance for districts is provided as needed in development of required Student Investment Account plans. This includes developing new and leveraging current regional networks / advisories focused on shared SIA priorities and providing a Grant Liaison to facilitate the team's technical assistance and serve as liaison between districts and ODE.

Student Success Act / Integrated Guidance Technical Assistance (Continued)

CSI/TSI Support: MESD provides district and regional support for improving outcomes in schools identified for Comprehensive and Targeted School Improvement (CSI/TSI) using Every Student Succeeds Act (ESSA) funding.

Small School District Support: MESD provides small-district support (Corbett, Riverdale) for reducing administrative burden for the application, reporting, and implementation of the Integrated Guidance using Governor's Emergency Education Relief (GEER) funding.



Adoption of Multnomah ESD Programs and Services Proposals For 2024-2025

_____ SCHOOL DISTRICT NO. ____

This certifies that the following Resolution was adopted by the Board of Directors of _____ School District No. ____ on the ____ day of _____, 2024, in the manner proposed by law, and has not been altered or repealed.

DATED this ____ day of _____, 2024

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 2023-2024 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.



Community Partners

Albertina Kerr
All Hands Raised
Carpe Mundi
Cascade Technology Alliance (CTA)
College Possible Oregon
Community Cycling Center
East County SD Liaison
East County STEM Partnership
FACT Oregon
Friends for Outdoor School
Friends of the Children
Gateway to College
Gray Family Foundation
Gresham Chamber of Commerce
International Brotherhood of Electrical Workers (IBEW)
Impact NW
The Immigrant and Refugee Community Organization (IRCO)
Kaiser Permanente
Kline & Associates
Latino Network
Legacy Health
Linn-Benton Community College
Linn-Benton Detention
Mercy Corps NW
Metro
Mt Hood Cable Regulatory Commission
Mt Hood Community College Dual Enrollment
Mt. Hood Community College Regional CTE Coordination
Mt. Hood Community College, TRIO College First Program
Multnomah County Detention
Multnomah County Developmental Disabilities Division
Multnomah County Early Learning
Multnomah County Health
Multnomah County Juvenile Justice Services
Multnomah County Library
Multnomah County Mental Health and Addiction Services Division
Multnomah County Probation/Parole
Multnomah County SUN Schools
Multnomah Educators Rising



Multnomah ESD-Helensview School
Multnomah-Clackamas Regional Educator Network (MCREN)
National Oceanic and Atmospheric Administration (NOAA)
Native American Youth and Family Center (NAYA)
New Avenues for Youth
NW Disability Supports
OHSU Doernbecher's Children's Hospital
OHSU Kitchen and Dining
Oregon Department of Education
Oregon Food Bank
Oregon Forest Resources Institute
Oregon State University Extension
Oregon Youth Authority
P:ear Mentoring
Parkrose Hardware
Portland Bureau of Transportation (PBOT) Safe Routes to School
Portland Children's Levy
Portland Community College
Portland Police Bureau
Portland Public Schools-Alliance High School
Portland Public Schools-Alliance High School at Benson High School
Portland State University TRIO Pre-College Programs
Portland Youth Builders
Providence Willamette Falls Hospital
Randall Children's Hospital at Legacy Emanuel
Reynolds Learning Academy
Rosemary Anderson HS/Portland OIC
School & Community Oral Health Programs
Self Enhancement, Inc.
Shriners Hospitals for Children
S.T.A.R.S. Mentoring Program
The Coalition of Communities of Color
TriMet
U.S. Bank Machine Tool Finance Group
United Way of the Columbia-Willamette
Unity Center for Behavioral Health
Worksystems, Inc. SummerWorks
Yamhill County Juvenile Detention
Zenbu



Links to Other Information

Multnomah Education Service District: Information about departments and specific programs can be found on the district website: www.mesd.k12.or.us

MESD Accountability Report: The annual Accountability Report is a comprehensive summary of the programs and services the MESD provides to support districts in serving students. It reports information specific to each component district; including, number of students served, services provided, and financial data. The report is available online in the Component School Districts section on the MESD Web page.

MESD School Health Services Annual Report: The School Health Services department issues an [annual report](#) available on its homepage.

MESD Budgets and Financial Reports: MESD's annually Adopted Budgets and Comprehensive Annual Financial Reports (CAFRs) for the past 5 years can be found at the Business Services homepage: www.mesd.k12.or.us/businessservices

Cascade Technology Alliance: Cascade Technology Alliance was originally formed to bring the technological strengths of our four education service districts together to deliver even better tech services to our area School Districts than previously possible. We have four objectives to meet before providing services to Schools. They are stability, accessibility, innovation, and cost-sharing/saving collaboration. By meeting these four objectives, our Oregon school staff, student, and parent users have exceptional solutions to support the learning environment. <http://www.cascadetech.org/>