

**Multnomah Education Service District**

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# *Multnomah ESD Local Service Plan*



**2012 - 2013**

***Program and Services Proposal  
In Accordance with ORS 334.175***

**Multnomah Education Service District**

*A Regional Cooperative Opening Doors to Education*



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## INTRODUCTION

The 2012-2013 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.

### Shared Service Cooperative

Multnomah ESD is a member of a Shared Services Cooperative whose five member ESDs have agreed to make their services available to all school districts within their combined service area at the same cost, beginning with their 2012-2013 local service plans.

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. For more information about how this will be implemented in Multnomah ESD, contact Acting Superintendent Barbara Jorgensen.

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.

The other ESDs in this cooperative are Clackamas, Columbia Gorge, Northwest Regional and Willamette. The availability of shared services may depend upon the development of additional capacity as this collaboration grows.

The link to additional information about the services available within the five Shared Services Cooperative can be accessed at: [www.zoneaplus.org](http://www.zoneaplus.org).



Barbara Jorgensen  
Acting Superintendent  
Multnomah Education Service District

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# MULTNOMAH EDUCATION SERVICE DISTRICT 2012-2013 RESOLUTION SERVICES PROPOSED PLANNING SCHEDULE

## STRUCTURE

Maintain Advisory Committee structure

Maintain resolution development procedures with adjusted time schedule

## SCHEDULE

*January ⇔ December 2011*

- *Advisory Committees discuss changing needs/service models*

**December 9, 2011**

- Superintendents receive *Resolution Services Proposed Planning Schedule*
- Superintendents receive *DRAFT Annual MESD Resolution Process Agreements and Understandings*

**December 20, 2011**

- *LSP* approval by MESD Board of Directors

**January 6, 2012**

- *Local Service Plan (LSP)* and Proposed Board Resolution distributed to Superintendents

**February 17, 2012**

- Superintendents review and amend *Annual MESD Resolution Process Agreements and Understandings*
- MESD provides initial revenue projections and apportionment
- MESD provides *District Service Plan (DSP)*
- MESD provides pricing spreadsheet for *DSP*

**January ⇔ February, 2012**

- Component District Boards act on *LSP*
- **Statutory Deadline: March 1**

**February ⇔ March 2012**

- MESD meets individually with districts to complete initial *DSP*

**April 15, 2012**

- Component Districts combined *DSP* selections and updated revenue projections presented to Superintendents

**May 13, 2012**

- Districts submit final *DSP* selections

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**ADOPTION OF MULTNOMAH ESD  
PROGRAMS AND SERVICES PROPOSALS  
FOR 2012-2013**

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

This certifies that the following Resolution was adopted by the Board of Directors of \_\_\_\_\_ School District No. \_\_\_\_\_ on the \_\_\_\_\_ day of \_\_\_\_\_, 2012, in the manner proposed by law, and has not been altered or repealed.

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 2012.

\_\_\_\_\_  
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 2012-2013 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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# Department of Instructional Services

## Alpha School

*High School Program*

*Middle School Program*

*Alpha Evening School Program*

*Alpha School GED Program*

## Curriculum Services

*Classroom Law Project (CLP)*

*School Improvement*

## Helensview (Previously Turnaround/Pride and Trellis Programs)

*Helensview Phoenix: Pregnant and Parenting Students*

## Home School Notification

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

## Migrant Education Program

## Non-English Speaking Students

## Outdoor Schools

### *Sixth Grade Offerings*

*Level 1: Outdoor School*

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

*Level 3: Modified Outdoor School Four Days - Three Nights*

*Level 4: Field Science Experience*

*Level 5: Snapshot of Science*

*Fifth Grade Offering Investigating Our World*

*Fourth Grade Offering Oregon Trail Overnight*

*Third Grade Offering Wetlands and Waterways*

*Second Grade Offering Exploring Nature*

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

## Positive Behavior Intervention Support

## Arata Creek

*Social Emotional Skills Program*

## Student Assessment Services (SAS)

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

## Education Programs in Juvenile Detention and Correction Facilities

*(Previously Donald E. Long Program Custody Services)*

*Treatment Program*



Multnomah Education Service District

*A Regional Cooperative Opening Doors to Education*



## **Alpha School 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 School  
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 School 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
- Full-time 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 School  
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 School 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

**AlphaSchool**  
**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

## Alpha School GED Program

Alpha School's General Education Development (GED) Program is a full-time school program serving the needs of students who have been unsuccessful in a traditional high school setting but still plan on furthering their educational options.

Primary goals are:

1. Provide educational services to learn academic skills and knowledge
2. Preparation for passing the GED test sections in order to earn a GED Certificate
3. Provide a venue for students to take the GED Tests
4. Continue to earn credit toward an Oregon Standard High School Diploma and/or other related diploma options (Modified, Extended and Alternative Certificate) with the intent for possible reengagement in school
5. Provide an educational program to learn social, job readiness skills, and career skills
6. A career development program that provides a variety of work-related experiences
7. Transition services to community college, trade school, or training programs

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 and students no longer engaged in a regular school setting. 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:**

#### **Academic Instruction:**

- Specific skills and knowledge targeted in content areas to pass GED test sections
- Cohort learning with flexibility for individualized plans
- Students assessed at their ability level with opportunities to take practice tests
- Smaller classes provide ability to design individually tailored academic work
- Credit is earned toward a standard high school diploma
- Students can earn credit toward a standard high school diploma or other related diploma options

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

**Alpha School  
GED Program  
(continued)**

**School-to-Work Transition:**

- Career exploration internships with exposure to a variety of trades, vocations, and training programs
- Hands-on career experience is provided through our community businesses partners
- 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
- Increase educational training and employment opportunities by improving work skills, instilling a positive work ethic and increasing employability
- Work experience in a variety of career areas prior to 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

**School-to-Postsecondary Transition:**

- Enrollment in Alternative Pathways
- Transition planning to college, training programs and trade schools
- College and trade school visitations
- Support for financial aid and scholarship applications

**Technology:**

- Instruction in utilizing technology to learn academic skills and knowledge, recover credits, complete projects, access career information surveys, job applications, resumes, career portfolios, 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

**Statement of Positive Outcomes:**

- Possible reengagement into a diploma program
- Increased school retention
- Increase in number of students involved with structured work experience and attainment of job/employment skills
- Increase in skills of conflict resolution

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

**Statement of Positive Outcomes (continued)**

- Competency in work readiness skills
  - Competency in personal management, communication, problem-solving and teamwork
  - Career portfolio
  - Student education plan and profile
  - Individualized plan developed 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

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## **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 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
- Facilitate training and visitations at Professional Learning Community (PLC) schools for deeper implementation of PLC concepts and integration of DATA Team processes
- Develop and provide access to a variety of literacy based resources
- Facilitate regional network for 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 new 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.
- Establish 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 transition to 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
- Facilitate and support the placement of OSDIN School Improvement coaches in schools that are designated as in "need of improvement " as per NCLB
- 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 Director of Instructional Services

***(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
- Consultative services are available for assistance with school improvement or professional development planning to include coordination with the Oregon OSDIN program
- Increased options available for students to gain high school credit, increase on-time graduation and decrease dropouts
- 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 (Previously Turnaround/Pride and Trellis Programs)**

Helensview School specializes in providing educational, support services and post-secondary transition services for youth, aged 12-21, 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  
Previously Turnaround/Pride and Trellis  
(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, aged 12-21, 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 (Previously Incarcerated Youth Program)**

Educational Programs in Adult Correction Facilities serves all school age incarcerated youth up to 21 years of age without diplomas and 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)) Staffing includes one 1.0 Special Education Teacher and one 1.0 Educational Assistant.

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. Staffing includes one 1.0 Special Education Instructional Consultant and an 0.5 Office Assistant III.

**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

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

***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.

Although our program serves migrant families in a number of ways, providing supplementary educational service is our primary focus. We serve students in small groups, or individually, in an attempt to support students in the achievement of their academic goals in grades preschool through high school. Services are provided in conjunction with regular classroom teachers and ESL staff in each building. Our staff is constantly looking for opportunities to enhance the possibility of migrant students staying in school. All staff in this program meet the paraprofessional requirements under No Child Left Behind and all student service providers are bilingual in English and Spanish.

We work with many parents to meet family needs such as rent, utility bills, food, household goods and others. Staff have developed working relationships with many social and community service organizations that can meet family needs. They include a community warehouse, several food providers, privately funded organizations with funds for rent and utility bills, Programa Hispano and the Mexican Consulate.

We assist component districts by providing direct instruction to students and by being liaisons between schools, parents, families and community services.

**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 Oregon Department of Education and the Migrant Education Program
- Family/school communications
- Migrant Summer School
- El Futuro Preschool in conjunction with Mt. Hood Community College Head Start
- Involvement with the Oregon Migrant Leadership Conference

#### **Migrant Families:**

- Community service assistance
- School/family communication and involvement
- Information and assistance in obtaining community/social services

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

***Migrant Education Program  
(continued)***

**Description of Services (continued):**

**Component Districts:**

- Translation and interpretation services between schools and families
- Supplemental bilingual services to students
- Bilingual, bicultural 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 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 five 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

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

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

**Description of Services (continued):**

**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 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 40 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 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**  
**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 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**  
**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 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, 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 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

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 ethnobotany 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 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

#### **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, ethnobotany, 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 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 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 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

#### **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 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

#### **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

## Positive Behavior Intervention Support

Positive Behavior Intervention Supports (PBIS) program is designed to provide a regional level of support for the identification and delivery of professional training to school staff as they implement and revise their PBS plans.

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

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

### Description of Services:

- Resolution funds are identified by participating districts to use in support of on-going trainings for PBIS Teams to support the sustainability and expansion of primary prevention systems

### Statement of Positive Outcomes:

- More effective use of component district resources to support common training needs of schools in the county
- Increased support to component district level PBIS coaches
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## **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 under the category of emotionally disturbed. 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. Supported Time Out rooms are available for elementary, middle and high school students to work on controlling behavior. 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. Physical intervention procedures will not be used at the high school level unless the safety of the student or others is threatened.

Each Time Out room is staffed by a trained staff member. 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 for the student and with the teaching staff.

The Behavioral Intervention Consultant also 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 which includes predefined expected behavior, reward systems that are 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 the State of Oregon Content 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
- Field trips, job shadowing opportunities and community service participation using a 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 acting out behavior problems 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 or transitioning to another appropriate setting
- 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.

**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 OAKS, 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 via OAKS or paper/pencil
- 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 OAKS

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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 eleven area alternative high schools: Alliance at Benson, Madison 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

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***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 and Correction Facilities (Previously Donald E. Long Program Custody Services)**

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, PLATO learning labs, 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 Transistion 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, PLATO learning labs, 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, PLATO learning labs, 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, PLATO learning labs, 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.

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

**Funding Option(s):** Contract

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

**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 Program Treatment 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, PLATO learning labs, 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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# *Department of Special Education Services*

Early Intervention/Early Childhood (EI/ECSE) Special Education Evaluation Services  
Early Intervention/Early Childhood Special Education Services (EI/ECSE) Contract Program  
Functional Living Skills (FLS)

*K-12 and Transition*

*Arata Creek Behavioral Health (ACBH)*

*Alternative Behavior Program*

Related Services

*Individually Purchased Option*

*Speech/Language Pathology, Occupational Therapy, Physical Therapy or Psychological Services*

*Resource Center Assistants*

*Educational Assistants - NEW*

*Assistive Technology (AT)*



**Multnomah Education Service District**

*A Regional Cooperative Opening Doors to Education*



## **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 copies 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

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***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

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

Oregon Department of Education (ODE) is the lead agency for EI/ECSE services and contracts with regional agencies to provide services at the local level. MESD is the contractor for Region VI which includes the following: MECP, Hood River and Columbia Gorge ESD. MESD provides services to children living in Multnomah County through MECP and subcontracts with Hood River and Columbia Gorge ESD to provide services to children and families living in their districts. MESD oversees the special education programs provided to children and families in these three programs. MECP partners with component districts for Child Find, provides intake and evaluation services (through resolution) and provides special education services for eligible children, birth to five years of age.

MECP staff include: EI/ECSE Teachers, EI/ECSE Speech Pathologists, EI/ECSE Occupational Therapists, EI/ECSE Physical Therapists, Office Assistants, Interpreters, Mental Health Counselors, EI/ECSE Positive Behavior Intervention Specialist, EI/ECSE Outreach Specialist, EI/ECSE Supervisors and Coordinator.

**Funding Option(s):** ODE Contract

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

### **Description of Services:**

- Coordination of Child Find activities with local agencies and component districts to identify and refer families to the EI/ECSE Intake and Evaluation Team
- Maintain interagency agreements for Child Find, referral and evaluation with local care and education agencies serving children birth to five, such as Early Head Start, Head Start, Mental Health Agencies and the Department of Human Services (Child Welfare)
- Conduct eligibility meetings to determine whether children qualify EI/ECSE services
- Develop Individual Family Service Plans for children that qualify for services
- Forwards copies of eligibility and IFSP paperwork to the child's component district
- Maintains a student information data base (EC Web) for all children that are referred and qualify for services
- Refers children and families that do not qualify for EI/ECSE services to other local early childhood care and education programs
- Completes the required Early Childhood (EC) Statewide Assessment for all children entering and exiting the program
- Updates the EC Statewide Assessment annually for all children in service
- Provides services to address needs in the following developmental areas: cognitive, communication, motor, social-emotional and adaptive
- Coordinates the provision of services through the Columbia Regional Program for children with low incidence disabilities
- Provides services to children to enhance Kindergarten readiness

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**Early Intervention/Early Childhood  
Special Education Services (EI/ECSE) - Contract Program  
(continued)**

**Description of Services (continued)**

- Provides services for EI in natural environments for children birth through two years of age
- Coordinates the EI to ECSE transition testing required prior to a child's third birthday
- Provides services for ECSE in typical settings for children three to five years of age
- Provides 1:1 nursing
- Provides a continuum of services for ECSE
- Provides Early Childhood Mental Health Consultation through a contract with Multnomah County Mental Health
- Coordinates the kindergarten transition process with component district, including the development of a transition plan, coordination of assessments for school age eligibility, the exchange of educational records
- Invites component district transition representatives to IFSP's during the school year in which the child turns five years of age (from July 1<sup>st</sup> of each year)
- Provides interpreter services as needed
- Provides space for the implementation of this program. MECP leases one main site for administration and services.
- Coordinates with component districts for off-site classrooms in elementary school buildings.
- Provides supervision of EI/ECSE staff
- Coordinates with ODE and completes all data and reports required as an EI/ECSE contractor

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

- Transportation for children eligible for EI/ECSE services
- Initial evaluation for eligibility
- Kindergarten transition evaluation

**Statement of Positive Outcomes:**

- Hires and supervises qualified staff to provide EI/ECSE services to children birth through five years of age
- Meets all timelines mandated by State and Federal rules and regulations
- Completes the required statewide assessment for each child receiving services. These assessments are conducted when children enter the program, annually and/or when they exit the program, to track program outcomes
- Children receive all services as identified on the IFSPs
- Coordinates with local early childhood care and education programs, i.e. Early Head Starts, Head Starts, community preschools, regional programs, mental health programs, public agencies, Healthy Start, Cocoon, developmental clinics and primary care providers, to provide services in natural environments and typical settings



## **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
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, 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. FLS staff complete functional behavioral assessments and develop positive behavioral intervention plans for 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), Positive Behavior Interventions and Supports (PBIS), 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.

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 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 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, including but not limited to working in sales, running a green house, or catering . 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

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

**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 them 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

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
- Interpreters for IEP meetings and other necessary meetings that relate to the student's program
- Transportation to and from school
- Bus assistants; however bus assistants may be contracted through MESD

**Statement of Positive Outcomes:**

- Students will experience an educational environment that acknowledges their individual strengths, while addressing their unique needs
- 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 valuable job and 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

## **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 Consultants assist 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 consultations when 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, 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.

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

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

**Description of Services (continued)**

- Staff complete triennial assessments for students 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

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
- Interpreters for IEP meetings and other necessary meetings that relate to the student's program
- 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

## **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 positive behavior interventions and supports (PBIS) and develop individual behavior plans that 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 PBIS Plan
- 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)**

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
- Interpreters for IEP meetings and other necessary meetings that relate to the student's program
- 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 basic academics and communication and social skills leading to greater independence
- Students will make progress on their individual educational plan



**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 .1 and 1.0 FTE increments. Speech and language services to serve charter schools may be purchased in increments of .1. 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

**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

**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 in each student's IEP
- Provide technical assistance (professional development) at the request of the component district

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

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

**Description of Services:**

**Psychological Services:**

- Conduct the following evaluations: 1) Intelligence, 2) Adaptive behavior, 3) Social-emotional, 4) Formal and informal observations, 5) Autism, 6) Traumatic Brain Injury
- 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

**Other Services:**

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

**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

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

**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 - NEW**

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):** New

### **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 may enhance 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.
-

# *Department of Health and Social Services*

Hearing Screening

Immunization

School Nurse Services Registered Nurses

School Health Assistants

Special Needs Nursing

Contracted Nursing

Health Education & Staff Development

Medicaid Billing Services

*Medicaid Administrative Claiming*

*School-Based Health Services*

Dental Van Services

Hospital School Program

Wynne Watts School Long Term Care and Treatment Program and Therapeutic Classroom

Child Health Insurance Program

Screening Team



**Multnomah Education Service District**

*A Regional Cooperative Opening Doors to Education*



## 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 an audiologic assessment, 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 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:

- 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, in collaboration with Multnomah County Health Department, coordinate school immunization clinics to provide low cost or free vaccines and easier access for families
- Prepare component district mailing of parent notification of needed vaccines required by law and exclusion orders per contract with Multnomah County Health Department
- Telephone support and consultation for Health Services staff, school personnel, families, health care providers and graduated students
- Training of Health Services and school staff to perform data entry directly at school sites
- Collaboration 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:

- Data entry by Health Services staff facilitates timely tracking, parent notification
- Access to county/state databases and registries decreases number of parent notification letters/exclusion orders, limits number of school exclusions, potentially clears students for incomplete vaccine histories
- Family access to lower cost/free immunizations conveniently located in their school community
- Support to individuals misplacing immunization records
- Accurate consultation regarding further vaccines and recommended spacing
- Regional preparation of parent notification letters assures consistent and correct information for families

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## **School Nurse Services Registered Nurses**

Registered nurses provide consultative and direct health services for all students, Pre-K through grade 12. 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 and ability to participate in the educational process

Service goals established by the Health and Social Services Advisory Committee:

1. Priorities identified by component district and local school
2. Acuity, complexity, and quantity of known and potential health problems
3. Unique needs of individual schools
4. Depth and breadth 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
- Provide an annual Bloodborne Pathogens re-certification program for school staff to comply with OR-OSHA regulations
- 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 review, consult 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

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

**Description of Services (continued)**

- 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

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

**Statement of Positive Outcomes:**

- Increased average daily attendance and district financial reimbursement
- Increased student readiness for learning associated with improved health and appropriate health accommodations
- Increased engagement of students and families with the school and community
- Increased skills and knowledge for managing personal health, including physical and emotional aspects
- Decreased absenteeism and in school drop out rate
- Decrease community costs related to decreased unemployment and disability
- Decreased number of students involved in risky behaviors, e.g. drugs, alcohol, tobacco
- Safe and healthy school environment
- Compliance with state and federal requirements for support and special education services, accommodations, mandated training, and health education
- Early identification of health problems, e.g. visual acuity, somatic disorders
- Management of ill and injured students to ensure rapid response to medical emergencies
- Management of communicable disease outbreaks
- Health resource personnel for consultation or instruction to students and staff

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

School Health Assistants (SHA) provided by MESD, are non-licensed personnel who work under the direction of MESD RNs to serve students and schools by providing health services to students and provide 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 need nursing assessment of 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

### **Services Not Provided by MESD:**

- School Health Assistant services may be selected when MESD RN services are also selected

### **Services Not Provided by MESD:**

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

- Health room management by trained staff results in school staff who are able to perform other school duties
- Well prepared person available to respond to illness, injury and emergency events
- Ongoing nursing supervision ensures safe and legal job performance

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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 the greatest 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 newly-hired school nurses to ensure a safe and smooth transition to the school setting and to field nurses to 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:

- Able to comply with IDEA and Section 504 authorized health requirements
- Students with chronic, complex health conditions are safe when attending school because health care needs are met through individualized health plans
- Receive allowable Medicaid reimbursement
- Highly qualified nurses specialized in the care of medically fragile students in the school setting available
- Special Needs nurses manage those students with the most intense health needs, leaving school nurses available to provide population-based services to school communities

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## **School Nurse Services Contracted Nursing**

Districts may contract with MESD for licensed nursing services (RN/LPN) to individual or population of 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



## 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:**

- 
- Direct instruction for persons who may assist students reacting to 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 Health and Social Services (HSS) 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:**

- Compliance with state regulations for training
- Utilize evidence-based curricula
- Semi-annual training data provided to component districts 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.

## **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, and no increase is anticipated. MESD billing costs to districts have remained unchanged since 2007.

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 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 at component district facilities or wherever it is most convenient to district staff
- 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

## Dental Van Services

Health & Social Services (HSS) nurses work collaboratively with Medical Teams International (MTI) and Multnomah County Health Departments (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 MESD RN services.

**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, thereby reducing the risk of associated poor scholastic achievement
- Students who have never seen a dentist or not had care within 2-3 years (more than 50% of students served on the van) are provided dental care
- Reduced risk of complications from dental associated health problems such as abscesses, infections, heart or kidney disease and inadequate nutrition
- Improved self-esteem as reflected in more happy smiles

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## 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. Hospitalized children are at greater risk of falling between the cracks when it comes to receiving ongoing educational services, keeping in contact with their home component districts and 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.

**Emanuel Children's Hospital Rehabilitation Unit**

- Serving patients with long term rehabilitative needs due to traumatic brain injury, cancer, brain infections and other conditions.

**Emanuel Children's Hospital Pediatric Acute Care Unit**

- 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

## **Wynne Watts School Long Term Care and 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 out-of-district 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 under the category of emotionally disturbed 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. Physical intervention procedures will not be used unless the safety of the student or others is threatened.

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 the State of Oregon Content 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

## 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. Twenty-four percent of all Multnomah County students with Oregon's Healthy Kids coverage were made eligible through this successful MESD/MCHD partnership.

**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 contact point for Multnomah County school staff to refer students who need health, dental or mental coverage with the intent of meeting student health needs so they can learn better in school
- Coordinate referral activities among school nurses, outreach workers, social service providers, schools and other community providers
- Provide outreach through clinics and individual appointments with families
- Enroll students in appropriate health insurance programs and/or help them access needed medical services
- Coordinate referral and eligibility activities with Oregon's *Healthy Kids* program
- Provide education to family and school staff on how to access healthcare with insurance plan

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

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

**Statement of Positive Outcomes:**

- Support Multnomah County schools by providing students access to health care, addressing the *Healthy Kids Learn Better* philosophy
- Provide families with the tools needed to access health insurance and health care for a healthier lifestyle
- Improve use of community resources through shared services and programs
- Provide an outreach model of healthcare access in public schools
- Demonstrate successful partnerships between *public* health and education agencies and *private* non-profit healthcare organizations

## 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:

- Team of substitute nurses and assistants coordinate with the MESD RN to provide on-site dental and vision screening in grades Pre-kindergarten (PK), kindergarten (K), 1, 3, 5, 7 and referred students; and hearing screening for students in PK, K, and 1 in a time efficient, one-day process
- Screening results are entered into the MESD data base and parent notifications are prepared for component district mailing of referral information
- Students with deviant screening outcomes are referred for follow up service
- Nurses and the audiologist monitors 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:

- Early identification of uninsured students with dental needs allows low income families to participate in the School Dental Van Program or *Give Kids a Smile* day for free community-based dental services
- Prompt referrals for deviant screening 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 and vital screening services
- Facilitates a more consistent, accurate and efficient screening, record keeping and referral process
- Allows school nurses to spend more time on case management for students with ongoing and complex health issues, health education and other health assessment activities

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# *Department of Technology Services*

Technology Services Business Applications

Technology Services Network/Internet Services

**Technology Services Student Information System**

Technology Services Voice Over Internet Protocol (VoIP) Services

Technology Services Help Desk Services

Technology Services Anti-Virus Services



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## **Technology Services Business Applications**

Extensive integrated administrative, financial and human resource computer systems are provided through the Business/Human Resources System and includes human resources, payroll, budgeting and accounting, accounts payable and receivable, fixed asset accounting, position control, purchasing, payroll encumbering and stores inventory.

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

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

### **Description of Services:**

- Business Services team provides users with a help-desk environment, component districts specific consultation, problem solving, technical instruction/training, documentation, specified reporting and subsystem development, software updates, automation development and conversion of old tracking systems
- Human Resources System provides the Payroll System with needed relevant information. Sharing of data eliminates the need for duplicate record keeping by the Human Resources and Payroll departments
- Workflow processing in both Human Resources and Business Systems
- Human Resources System includes the following tracking subsystems/features:
  - Automated salary computations
  - Automatically updated salary schedules
  - Benefit coverage/pooling
  - Training and certification tracking
  - Compensations/assignment tracking
  - Employee calendars
  - Emergency data
  - Employee On-line Access
  - Evaluation tracking
  - Reporting to ODE
  - Fingerprint tracking
  - License/certification tracking
  - Position control management
  - Termination tracking
  - Tuition/education tracking
- Employee contract generation for downloaded data
- Payroll Contract tracking automates mid-year changes and retros
- Position Control current year management
- Position Control for budgeting purposes

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**Technology Services  
Business Applications  
(continued)**

**Description of Services (continued):**

- Business System includes the following components:
  - Accounts payable
  - Accounts receivable
  - Budget preparation and modeling
  - Check management
  - Cash receipts
  - Custom web forms
  - Documents Online
  - Fixed assets
  - General ledger
  - Grant/contract tracking
  - Payroll
  - Position Budgeting
  - Purchasing
  - Stores inventory
- Subsidiary ledgers are fully integrated with the General Ledger
- Postings occur on-line, interactively
- Employee Online gives staff access to personal information
- Required asset, liability, inter-fund, intra-fund, fund balance and transfer transactions are performed by the system
- Reports and checks can be printed at component district office sites
- Database tables are integrated to eliminate redundant transaction entry
- PERS and State Unemployment files are sent directly by each component districts via e-mail or electronic data transmission
- W-2 files are created for each component district
- Secure check stock, automatic check signing at time of check printing, machine folding/stuffing for quicker distribution
- Positive Pay reduces check fraud and check fraud liability
- Timekeeping options through Timecard Online and Subtracker
- Documents Online and Report archiving
- System security with field-level and user-level access control
- Bank deposit and reconciliation sent and received electronically
- Specialized CDD reporting
- Customized Webforms integrated with Workflow processing

**Statement of Positive Outcomes:**

- Deliver administrative computer technology and support designed to increase efficiency and improve internal and external communications
- Work with component districts to move to a common set of accounts and reports
- Develop training opportunities that are both instructor led and web based

## **Technology Services Network/Internet Services**

Continue deployment of updated routers, router maintenance, network management and connection to the Internet, and other emerging networks. We continue to double our system utilization while keeping costs down and maintaining excellent reliability. The Network/Internet Services team manages the Wide Area Network. This can include IRNE/INET lines, routers, switches, proxy services, DHCP services, LDAP services, e-mail, as well as the MESD connection to the Internet.

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

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

### **Description of Services:**

- T1 or INet connection to each school and component district offices includes router and DSU, or equivalent
- Technical advisory and discussion groups
- Planning and coordination of Wide Area Network issues, including dealing with growth issues and network design
- Assistance in establishing, maintaining, and securing component districts network services
- Assistance in establishing and maintaining Wide Area Network usage standards
- Network applications including, but not limited to:
  - Listserver
  - Calendars
  - LDAP Services
  - Radius Services
  - Virtual Private Network access
- Coordination of connectivity projects with local phone/cable/wireless companies for new or upgraded services
- Redundant transparent proxy servers
- Electronic Mail Hosting (SMTP) for all students and staff
- IMAP, POP3 and Web based clients supported
- Redundant Mail Relays to limit external access to component district mail servers. Mail Relays also provide SPAM filtering and other mail broadcasts that interfere with normal operations.
- Redundant Dynamic IP Address Allocation Servers (DHCP)
- Redundant Domain Name Server (DNS/BIND) to translate Internet names into Internet addresses, and vice versa
- Monitoring of Wide Area Network, including routers and communication lines
- Firewall network protection support
- Web content filtering for all users
- Uninterruptible power supply with backup diesel generator for the MESD data center
- Monitoring of network resources <http://stats.mesd.k12.or.us>
- 

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***Technology Services  
Network/Internet Services  
(continued)***

**Statement of Positive Outcomes:**

- Deliver administrative computer technology and support designed to increase efficiency and improve internal and external communications
- Maintain cost effective wide area network and Internet connection services
- Increase bandwidth to the Internet as demand grows, in as cost effective manner as possible
- Grow network services to include helping component districts deploy new technologies
- Improve network redundancy and overall network reliability

## **Technology Services Student Information System**

Student Services provides comprehensive computer services for administrative student applications. Technology Services supports the web-based student information system, eSIS, developed by Administrative Assistants Ltd. eSIS offers a district-wide web solution with access for administrators, teachers and professional staff concerned with the management of student records. All component districts in Multnomah County and school districts using services from Clackamas ESD share the same eSIS database instance. This integrated system includes demographics, scheduling, period and daily attendance, progress/grade reporting, graduation requirement tracking, high school four-year planning, activity tracking, discipline tracking, competency reporting and electronic student record transfers.

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

**Proposed Modification(s):** Removed Level 3 as there were previously no districts that signed up for that level.

Edupoint's Genesis product has been selected to replace eSIS. Pearson purchased eSIS from Administrative Assistants Ltd and is discontinuing the product.

### **Description of Services:**

#### **Level of Service 1: SISNet Services**

- SISNet team provides system and database administration including; upgrade and patch installation, troubleshooting, operating system support, back-ups, and ETL (extract, transform, and load) routines
- District has access to SISNet for backend support of hardware and software
- This Level of Service requires the District have a licensing with eSIS provider and annual maintenance must be up to date

#### **Level of Service 2 (includes Service Level 1, plus): User Application Support** (district level access)

- Student Services team provides users of the system with a technical help desk, district-specific consultation, problem solving, tips/tricks/shortcuts, training and documentation
- District maintains first tier support and access to helpdesk is limited to designated district staff such as IT staff, counselors, and registrars

#### **Level of Service 3: Data warehouse/Dashboard**

- Student Services supports the web-based data warehouse application, designed to facilitate reporting and analysis of aggregate data or drill-down to student level data
- Student Services, in combination with Willamette ESD, supports their data warehouse to better provide teacher and administrative dashboards
- Coordinate data validation and reporting for ODE's KIDS project

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

***Technology Services  
Student Systems Applications  
(continued)***

**Statement of Positive Outcomes:**

- Deliver administrative computer technology and support designed to increase efficiency and improve internal and external communications
- Work with districts for implementation and conversion planning for eSIS to Genesis, the new student information system developed by Edupoint.
- Work with districts to set priorities for improvements to the student information system and the data warehouse to support data-driven decision making
- Deploy new and enhanced data warehouse modules as they become ready
- Coordinate data validation and reporting for ODE's KIDS project
- Continue our relationship with other SIS districts outside of our region to help with cost sharing and improvements to the student information system and data warehouse



## **Technology Services Voice Over Internet Protocol (VoIP) Services**

Provide installation and support services for VoIP implementations. These services are available to districts within and outside MESD.

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

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

### **Description of Services:**

- Installation and configuration of Asterisk PBX software or equivalent
- Assist in selection of telephony hardware
- Assist in provisioning of circuits to the Public Switched Telephone Network (i.e. TI PRI, B1)
- Network optimization for VoIP traffic
- Dial plan configuration
- On-going maintenance and support
- Modern phone system features, such as:
  - Voice mail
  - Caller ID
  - Call waiting
  - Call queuing/parking
  - Interactive Voice Response (IVR)
  - Conference bridges
  - Three-way calling
  - Overhead Paging
  - Ring groups
  - Voicemail groups
  - Roaming extensions

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

- Deliver open source phone service support to increase efficiency and improve internal and external communications
- Reliable, modern phone system
- Significantly lower cost of operation

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## Technology Services Help Desk Services

Provides infrastructure tools and escalation/consulting services for component districts' help desk and desktop support staff. These services are available to districts within and outside MESD.

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

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

### Description of Services:

- Desktop Support Infrastructure:
- Patch management
- Automated software deployment
- Imaging
- Remote end-user support
- Software and hardware inventories
- License management
- Help desk software
- Issue escalation path for district desktop support staff
- Help desk efficiency and work flow consultation

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

- Tier 1 desktop/help desk support
- Vendor support contracts (i.e. Apple Care, Microsoft)
- Desktop hardware and application software

### Statement of Positive Outcomes:

- Deliver computer support, help desk service to increase districts' efficiency and improve internal end user support
- Efficient, effective desktop support infrastructure
- Escalation support for the resolution of difficult issues

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## **Technology Services Anti-Virus Services**

Provides licenses for anti-virus software. By combining our buying power, we can negotiate lower rates.

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

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

### **Description of Services:**

- Bulk purchasing of anti-virus software licenses
- If applicable to the anti-virus software vendor:
- Centralized management console
- Packaging of software into an easy-to-deploy format
- Testing of new versions and new platforms

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

- Provide bulk-purchasing of Anti-Virus software to achieve lower per seat cost than component districts can negotiate individually

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# *Administrative Support Services*

Inter-District Delivery System (Pony)

Legal Services

Payroll Services

Printing & Graphic Services

Procurement Card \*\*\*NEW\*\*\*

School Announcement Closure Network FlashAlertNewswire.net

Substitute Teacher TSPC Registration & Automated SubFinder Calling System

SubTracker IFAS Module



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## 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
- Multnomah Early Childhood Program (East)
- Multnomah Early Childhood Program (West)
- Pathways Community School

#### Other sites:

- Albertina Kerr Center (Wynne Watts)
- Clackamas ESD Mailroom
- Dornbechers 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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## Legal Services

School districts daily face a host of legal issues regarding employees and students and growing compliance issues imposed by state and federal laws and regulations, agencies and court cases. This program provides support, consultation and representation in areas of labor and employment law and general school law. Services can be customized to meet unique needs or compliment existing district services.

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

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

### Description of Services:

#### General Legal Assistance and Support:

- Sounding board for staff on general school law issues
- Public records and meetings
- Labor and employment law
- Student and employee discipline
- Harassment and discrimination issues
- Board policy questions
- A wide spectrum of issues which often arise on a daily basis

#### Labor Relations:

- Assistance before, during and after contract negotiations have concluded
- Expertise in conducting a review of current bargaining contracts and preparation or review of bargaining proposals
- Advice and guidance regarding contract interpretation and administration

#### Customized Workshops:

- Create and provide workshops on a variety of labor and employment law topics including employee discipline and dismissal, evaluation, layoff and recall and leave administration
- Provide a meeting/forum for open discussion of topics of interest including labor and employment issues, collective bargaining strategies and recent federal and state legislation

#### Risk Management:

- Assess your risk management needs including review of liability and other insurance coverage
- Review and advise you regarding your current procedures including safety committee operations, workplace accident investigations and motor vehicle accidents

#### Workplace Mediation:

- Provide a process for alternative dispute resolution when there are unresolved issues between a supervisor and employee, co-workers or a work group

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

**Legal Services  
(Continued)**

**Description of Services continued:**

**Contracting, Purchasing and Procurement:**

- Assist you with a review of your current public contracting and purchasing process
- Provide staff training including policy and contract development, agency credit card use, ethics and contract management
  
- The following services are not included in the cost of this resolution. Requests for additional services/support may be negotiated with MESD:
  - At the table collective bargaining representation
  - Grievance arbitration hearings
  - Unfair labor practice hearings before the Employment Relations Board

**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

## 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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## Printing & Graphic Services

Printing and Graphic Services provides a full range of printing and graphic services. Districts are given the option to use their allocation for materials as well as labor costs.

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

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

### Description of Services:

- Comprehensive conceptual, design, printing and bindery for a variety of projects
- Experience in working with education customers with special attention to the schools' communication goals
- Assemble document masters (hard copy or digital files) for efficient printing

### Graphic Design/Desktop publishing:

- Provide digital services including designing, electronic file troubleshooting, scanning, retouching photos and text formatting
- Access to an extensive library of agency photographs, logos and other digital images in a variety of formats to aid in designing items specifically for educators and education support staff
- Provide archiving of digital files for districts access to all their projects
- Provide practical desktop publishing tips to district staff as they prepare documents for printing

### Digital 4-color process, black and spot color Offset printing; Digital Color and High Speed Black and White Copying, Wide Format Printing:

- Digital offset printing provides full color projects such as posters, brochures, newsletters, flyers, announcements, postcards, calendars, CD covers, and certificates. It also provides black and spot color projects such as forms, student folders, envelopes, letterhead, business cards and commencement programs.
- Produce short run full-color pieces on high quality digital color copier such as report covers, posters, note cards and business cards
- Black and white digital copying for a variety of pieces from business cards, manuals with tabs, forms, flyers, newsletters and booklets
- Wide format printing of posters, banners, architectural drawings, back lit displays; black and white, spot and full color; 44" width and up to 59' in length; printing on regular bond, vinyl, polypropylene plastic or translucent stock

### Binding and Finishing:

- Assembling, folding, trimming, collating, stapling and padding
- Custom finishes to papers such as tab cuts with mylar reinforcement
- Laminating, score/perf, pocket folder assembly and spiral/wire-o & perfect binding

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

***Printing & Graphics Services  
(Continued)***

**Description of Services (continued):**

**Other Services:**

- Resolution Fund tracking by district
- Centralized cost history for large projects
- Variety of delivery methods
- Order paper only (with no printing) – special paper at a volume price
- Brokering economical printing for pieces that exceed the limits of the MESD Print Shop

**Statement of Positive Outcomes:**

- Reliable, cost-effective services to districts
- Familiar with the entire range of education-related print and reproduction needs
- Works with all types of files as well as trouble shoot files provided by districts to make them print-ready
- Offer low-cost alternatives when estimating project costs due to depth of experience in the education field
- Works with the latest in desktop publishing and digital imaging software, yet can adapt to customers who are using less current applications
- Provides any component along the design-to-print continuum
- Maintains relationships with a wide variety of vendors who can provide specialized services not provided at the MESD Print Shop



## Procurement Card

**\*\*\*NEW\*\*\***

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):** Shared Services -- **No cost to districts**

**Proposed Modification(s):** Procurement Card Administration Services

### 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 SubFinder Calling System**

The Substitute Teacher TSPC Registration & Automated SubFinder Calling System (SubFinder) 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):** No Proposed Modifications

### **Description of Services:**

- Register users in the automated SubFinder 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 SubFinder 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 SubFinder system as requested
- Help desk assistance for substitutes employees and component districts using SubFinder 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 SubFinder 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 SubFinder 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):** No Proposed Modifications

### **Description of Services:**

- Acts as an intermediary module between the Subfinder substitute system and IFAS
- SubTracker takes substitute time entries, as well as teacher leave entries generated from Subfinder, 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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# *Appendix*

Board of Directors

Internal Advisory Group Organization Chart

Resolution 11-71 : Approval of the 11-2012 Budget Calendar for the  
Development of the Fiscal Year 2012-2013 Budget

Instructional Services Advisory Committees

Spec Ed and Health & Social Services Advisory Committee

Technology Services User and Advisory Groups



**Multnomah Education Service District**

*A Regional Cooperative Opening Doors to Education*



**Multnomah Education Service District  
2012-2013 Fiscal Year Proposed Budget  
Board of Directors**

<b>BOARD OF DIRECTORS</b>
---------------------------

**CURRENT BOARD OF DIRECTORS:**

<b>Position</b>	<b>Board Member</b>	<b>Representing</b>	<b>Term Ends</b>
One	Bernie Giusto	Zone 5	6/30/2013
Two	Sean Schafer, Vice Chair	At Large	6/30/2013
Three	Harry Ainsworth, Chair	Zone 2	6/30/2013
Four	Jean Haliski	Zone 4	6/30/2013
Five	Gary Hollands	Zone 1	6/30/2015
Six	Doug Montgomery	At Large	6/30/2015
Seven	Kevin Spellman	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.

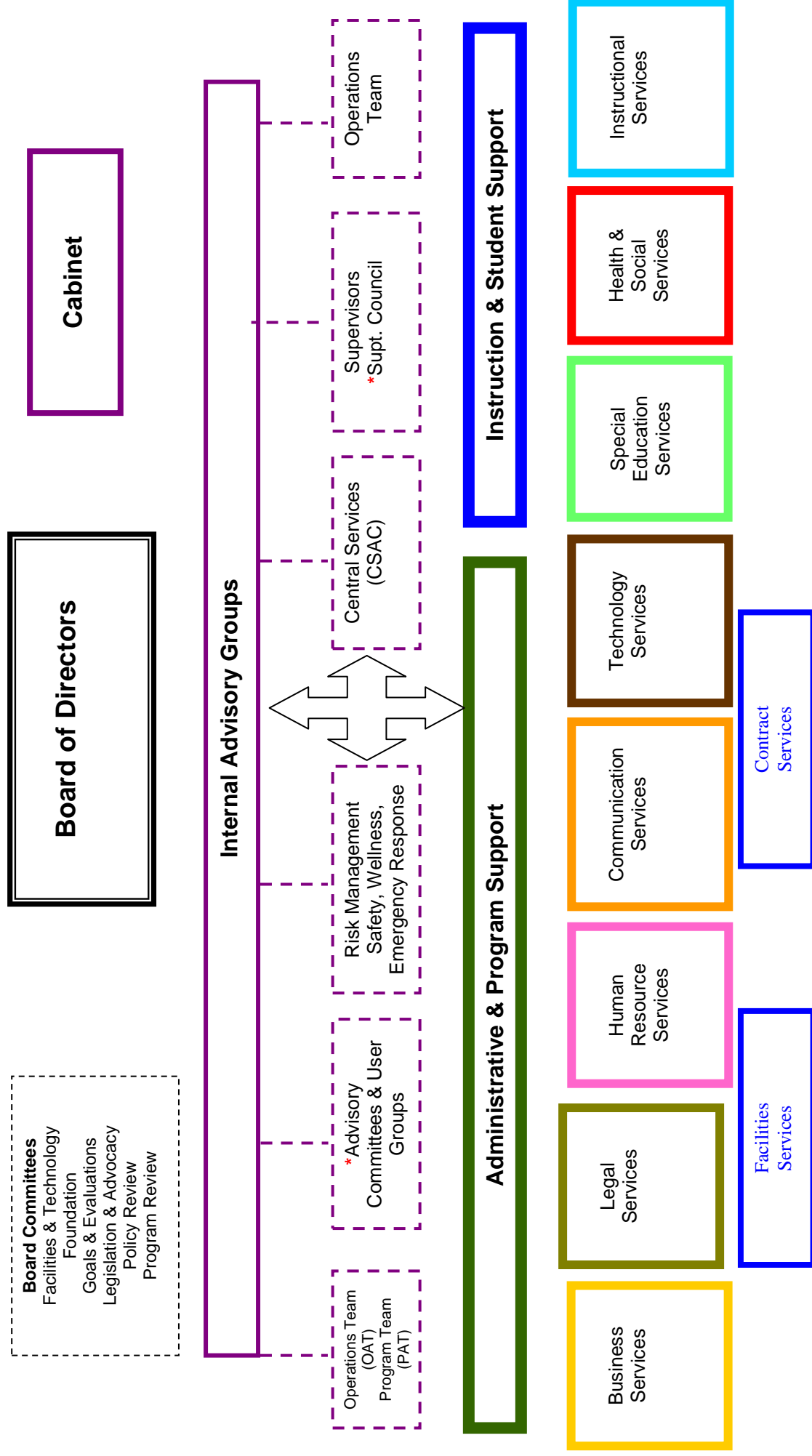
The Board recognizes its responsibility to the community whom they serve, and to provide benefits for which MESD was created. Accordingly, the Board adopts goals consistent with the legislated mission, roles, powers and duties of MESD. The development of such goals is essential to enable MESD to pursue 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.

**Multnomah Education Service District  
2012-2013 Fiscal Year Proposed Budget  
Board of Directors (continued)**

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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***RESOLUTION 11-71 – Approval of the 2011-2012 Budget Calendar for Development of the Fiscal Year 2012-2013 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.

The Superintendent recommends approval of this resolution:

**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 2011-2012 Budget Calendar for the Development of the Fiscal Year 2012-2013 Budget.

**7-1-11 Board Meeting**

**Motion:** Director Giusto moved to approve Resolution 11-71. Director Schafer seconded the motion.

**Action:** There being no further discussion the motion carried with Directors Ainsworth, Giusto, Haliski, Hollands, Schafer, and Spellman voting aye. Motion passed 6-0.

## MULTNOMAH ESD 2011-2012 CALENDAR FOR FY 2012-2013 BUDGET

<b>WHEN</b>		<b>ACTION</b>
<b><u>2011</u></b>		
<b>July 1</b>	<b>Board Meeting</b>	<b>By Resolution:</b> Adopt the 2011-2012 Budget Calendar for 2012-2013
<b>August 16</b>	<b>Board Meeting</b>	<b>By Resolution:</b> Approved Amended 2011-2012 Budget <b>By Resolution:</b> Set Budget and Planning Parameters for 2012-2013
<b>December 20</b>	<b>Board Meeting</b>	<b>By Resolution:</b> Approved 2012-2013 Local Service Plan <b>Presentation:</b> Talbot, Korvola & Warwick – Delivery of Audit Report
<b><u>2012</u></b>		
<b>January 3</b>		<b>Deliver to Component Districts:</b> Approved 2012-2013 Local Service Plan
<b>February 22</b>		<b>Publish:</b> First Advertisement of Budget Committee Meeting in Oregonian and FlashAlert (ORS 294.401)
<b>March 1</b>	<b>Budget Committee Work Session</b>	<b>Develop:</b> fund level revenue and expenditure projections Approval by Resolution by Component Districts’ Board of 2012-2013 Local Service Plan (ORS 334.175(5)(b)/ OAR 581-024-0285(2))
<b>March 5</b>	<b>Budget Committee Work Session</b>	<b>Develop:</b> department level revenue and expenditure projections
<b>March 5</b>		<b>Publish:</b> Second Advertisement of Budget Committee Meeting in Oregonian and FlashAlert (ORS 294.401)
<b>March 7</b>	<b>Budget Committee Work Session</b>	<b>Reconcile:</b> projections and questions
<b>March 20</b>	<b>Budget Committee Work Session</b>	<b>Elect:</b> Budget Committee Chair <b>Superintendent:</b> Budget Message Delivered (ORS 294.401) <b>Deliver to Committee:</b> Budget Document and make available to Public (ORS 294.401) <b>By Resolution:</b> Approval of Budget Document and Ad Valorem Property Taxes for All Funds (ORS 294.406)
<b>April 15</b>		<b>Legal Deadline:</b> Submission of Approved Budget Document to Tax Supervising and Conservation Commission (TSCC) (ORS 294.635)
<b>May 1</b>		<b>Publish:</b> Public Notice of TSCC Hearing in Oregonian and FlashAlert (ORS 294.421)
<b>May 15</b>	<b>TSCC Hearing Board Meeting</b>	<b>Tentative:</b> Date Set by TSCC (ORS 294.430) <b>By Resolution:</b> Board Acts on TSCC Recommendations <b>By Resolution:</b> Board Adopts the Budget (ORS 294.435) <b>By Resolution:</b> Board Makes Appropriations (ORS 294.435) <b>By Resolution:</b> Board Categorizes and Declares the Levy (ORS 294.435)
<b>June 19</b>	<b>Board Meeting</b>	<b>By Resolution:</b> Approval of Transfers of Appropriation and Appropriations for All Funds for Fiscal Year 2011-2012
<b>July 15</b>		<b>Legal Deadline:</b> Certification of Tax Levy to County Assessor (ORS 334.285)



# Instructional Services

## Advisory Committees

### 2011-12

MESD, Instructional  
Services

#### Meeting Times:

**Alpha:** 2-3pm on November 17, January 19, March 15, and May 17

**Helensview:** 2nd Wednesday of the month from 2:30-3:30pm

**Outdoor School:** 2nd Wednesdays of the month at 4:30pm

**Instructional Services:** 1st Wednesday of the month from 1-3pm

**Curriculum and Instruction:** 1st Friday of the month from 8:30-1130am

District	Alpha High School/ Turnaround	Helensview High School/ Turnaround	Instructional Services	Outdoor School	Curriculum and Instruction
MESD Staff	Peter Kane	Kris Persson	Kelvin Webster	Dan Prince	Kelvin Webster Judy Custy
Centennial	Mark Porterfield	Patrick O'Brien	Lori Silverman	Cheryl Williamson	Cheryl Williamson
Corbett	Randi Trani		Dee Dee Hanes	Desiree Chiu	Holly Dearixon
David Douglas	Ed Knowles	Ed Knowles	Barbara Kienle	Cheryl Bland	Derek Edens Brooke O'Neill
Gresham-Barlow	Scott Lipner David Atherton Elizabeth Larsen Karen Luckhaupt	James Hui	Janell Black	Jim Schlachter Jennifer Sorcinelli Sally Kirkpatrick	Tim Drilling Teresa Ketelsen James Hiu Anita Harris
Parkrose	Michelle Markle	Michelle Markall	Kathy Keim-Robinson	Annette Sweeney	Yuki Monteith
Portland		Fred Boggan Carla Gay Korinna Wolfe Ariana Altieri	Robert Ford Megan Melady Carla Gay	Patrick Mangan	Ewan Brawley Lorrie Harris Melissa Goff Trip Goodall Van Truong
Reynolds		Jason Wilebski Tricia Curley	Mary Mertz	Gary Schuh	Joyce Henstrand Amy Jackson Tony Mann Elisabeth Harrington
Riverdale			Kathy Jacobsen	Todd Migchelbrink Brian Black	Kate Wray

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## Advisory Committees Contact List 2011-2012

Name	Title	Address	Phone	Fax	email
Lori Silverman <i>Konnie Nunez, Secretary</i>	Director of Student Services	Centennial School District 18135 SE Brooklyn Portland, OR 97236	503-762-3630 503-762-3631	503-762-3689	<a href="mailto:lori_silverman@centennial.k12.or.us">lori_silverman@centennial.k12.or.us</a> <a href="mailto:konnie_nunez@centennial.k12.or.us">konnie_nunez@centennial.k12.or.us</a>
Barbara Bolstad	Special Education Director	Clackamas ESD 13455 SE 97 <sup>th</sup> Avenue Clackamas, OR 97015	503-675-4150		<a href="mailto:bbolstad@clackesd.k12.or.us">bbolstad@clackesd.k12.or.us</a>
C. Roberta Weber <i>Melissa Phillips, Secretary</i>	Director	Columbia Regional Program 8333 NE 74 <sup>th</sup> Portland OR 97213	503-916-5570 x78323	503-916-5576	<a href="mailto:rweber@pps.net">rweber@pps.net</a> <a href="mailto:mphilip@pps.net">mphilip@pps.net</a>
Dee Dee Hanes	Special Education Director	Corbett School District 35800 E Hist Columbia River Hwy Corbett, OR 97019	503-261-4245		<a href="mailto:dhanes@corbett.k12.or.us">dhanes@corbett.k12.or.us</a>
Barbara Kienle <i>Elaine Benefield, Secretary</i>	Director of Student Services	David Douglas School District 1500 SE 130 <sup>th</sup> Ave Portland, OR 97233	503-261-8207 503-261-8209	503-261-0131	<a href="mailto:Barbara_kienle@ddouglas.k12.or.us">Barbara_kienle@ddouglas.k12.or.us</a> <a href="mailto:elaine_benefield@ddouglas.k12.or.us">elaine_benefield@ddouglas.k12.or.us</a>
Pia Leonard	Director, Human Resources and Instructional Services	Gladstone School District 17789 Webster Road Gladstone, OR 97027-1498	503-655-2777	503-655-5201	<a href="mailto:leonardp@gladstone.k12.or.us">leonardp@gladstone.k12.or.us</a>
Janell Black <i>Laurie Miller, Secretary</i>	Director of Student Support Services	Gresham-Barlow School District 2065 NE Division Gresham, OR 97030	503-465-1309 503-491-2701	503-491-2721	<a href="mailto:black2@gresham.k12.or.us">black2@gresham.k12.or.us</a> <a href="mailto:miller3@gresham.k12.or.us">miller3@gresham.k12.or.us</a>
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Kathy Keim-Robinson <i>Julie Knoles, Secretary</i>	Director, Student Services	Parkrose School District 10636 NE Prescott St Portland, OR 97220	503-408-2118 503-408-2143	503-408-2140	<a href="mailto:kathy_keimrob@parkrose.k12.or.us">kathy_keimrob@parkrose.k12.or.us</a> <a href="mailto:julie_knoles@parkrose.k12.or.us">julie_knoles@parkrose.k12.or.us</a>
Robert Ford <i>Robin Malone, Secretary</i>	Director, Special Education	Portland Public Schools PO Box 3107 Portland, OR 97208-3107	503-916-3446 503-916-3297	503-916-3194	<a href="mailto:rford@pps.net">rford@pps.net</a>
Carla Gay	Education Options				<a href="mailto:cgay@pps.net">cgay@pps.net</a>
Megan Melady Tammy Jackson	School Health Services Coordinator Assistant Director of Student Services	PPS – Tubman Campus Student Services Dept 2231 N Flint Avenue Portland, OR 97227	503-916-3036 503-916-2000 x71004	503-916-2244	<a href="mailto:mmelady@pps.net">mmelady@pps.net</a> <a href="mailto:tjackson@pps.net">tjackson@pps.net</a>

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## Advisory Committees Contact List 2011-2012

Name	Title	Address	Phone	Fax	email
Mary Mertz <i>Cheryl Ragan, Secretary</i>	Director of Student Services	Reynolds School District 1204 NE 201 <sup>st</sup> Ave Fairview, OR 97024	503-661-7200 x3237	503-667-6932	<a href="mailto:Mary_Mertz@reynolds.k12.or.us">Mary_Mertz@reynolds.k12.or.us</a> <a href="mailto:Cheryl_ragan@reynolds.k12.or.us">Cheryl_ragan@reynolds.k12.or.us</a>
Paula Robinson	Director, Special Education	Riverdale School District 11733 SW Breyman Ave Portland, OR 97219	503-262-4844	503-262-4845	<a href="mailto:probinson@riverdale.k12.or.us">probinson@riverdale.k12.or.us</a>
Beth Baynes <i>Eileen Ellis, Secretary</i>	Director, Health & Social Services	Multnomah ESD 11611 NE Ainsworth Circle Portland, OR 97220	503-257-1733 503-257-1739	503-257-1779	<a href="mailto:bbaynes@mesd.k12.or.us">bbaynes@mesd.k12.or.us</a> <a href="mailto:ellis@mesd.k12.or.us">ellis@mesd.k12.or.us</a>
Nancy Anderson <i>Linda Ford, Secretary</i>	Director, Special Education	Multnomah ESD	503-262-4101 503-257-1666	503-257-1583	<a href="mailto:nanderso@mesd.k12.or.us">nanderso@mesd.k12.or.us</a> <a href="mailto:lford@mesd.k12.or.us">lford@mesd.k12.or.us</a>
Kelvin Webster <i>Jodi Seaburn, Secretary</i>	Director, Instructional Services	Multnomah ESD	503-257-1696 503-257-1651		<a href="mailto:kwebster@mesd.k12.or.us">kwebster@mesd.k12.or.us</a> <a href="mailto:jseaburn@mesd.k12.or.us">jseaburn@mesd.k12.or.us</a>

### Additional Members / Information Only / Supervisors:

Name	Title	Address	Phone	Fax	email
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## **Technology Services User and Advisory Groups**

### **Student Applications User Committee**

Corbett	Randy Trani
Centennial	Percival De Oliveira, Sam Breyer
David Douglas	John May
Gresham- Barlow	Darrin King
Parkrose	Christine Blouke
Portland	Marita Ingalsbe, Stacey Partin
Reynolds	Patty Carrerra, Rick Lee
Riverdale	Dale Petersen

### **IFAS Leadership Team**

Corbett	Randy Trani
MESD	David Shick, Heyke Nickerson

### **Network Services Advisory Committee**

Centennial	Percival De Oliveira
Corbett	Phillip Pearson
David Douglas	Keith Seher, Shay Smith
Gresham-Barlow	Chris Frazee, Bill DeWitz
Parkrose	Christine Blouke
Reynolds	Jeff Thompson
Riverdale	Dale Petersen

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