

Multnomah Education Service District

11611 NE Ainsworth Circle

Portland, Oregon 97220

Multnomah ESD Local Service Plan

2013 - 2014

*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 2013-2014 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 complement 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.

With the recommendations coming out of the Governor's office and the Oregon Education Investment Board (OEIB) it is unclear of the final decisions for ESDs for the upcoming year. Undoubtedly there will be changes. At this time the effect of the Governor's budget could be as much as a \$9 million reduction in funding for services to our districts. Discussions of a "model" change are in process now with the legislature to make the final decisions. In the event that this occurs, we will re-evaluate the service options within this LSP with our component districts and make decisions on a different model to move forward. Our intent is to continue to move forward with a shared services model for this region.

Shared Service Cooperative

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

We are clearly at a turning point for the focus of ESDs across the state. We will continue to offer as much of the local service options under our current model for as long as we can and focus forward planning on a well-planned and robust model to meet the needs of all students working towards the accomplishment of the Governor's 40-40-20 model of success for all student in the state of Oregon.



Barbara Jorgensen, Superintendent
Multnomah Education Service District

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MULTNOMAH EDUCATION SERVICE DISTRICT
2013-2014 RESOLUTION SERVICES
DRAFT PROPOSED PLANNING SCHEDULE
(Distributed to Superintendent Council 12-14-12)

STRUCTURE

- A. Maintain Advisory Committee structure**
- B. Maintain resolution development procedures with adjusted time schedule**

SCHEDULE

June ⇔ October 2012

- Superintendents and Advisory Committees discuss changing needs/service models

C. December 14, 2012

- Superintendents receive *13-14 Resolution Services Proposed Planning Schedule*
- Superintendents receive ***DRAFT** Annual MESD Resolution Process Agreements and Understandings*

D. December 18, 2012

- ***LSP*** approval by MESD Board of Directors

E. January 9, 2013

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

F. February 17, 2013

- 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***

G. January ⇔ February, 2013

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

H. February ⇔ March 2013

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

I. April 15, 2013

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

J. May 13, 2013

- Districts submit final ***DSP*** selections

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**ADOPTION OF MULTNOMAH ESD
PROGRAMS AND SERVICES PROPOSALS
FOR 2013-2014**

_____ SCHOOL DISTRICT NO. _____

This certifies that the following Resolution was adopted by the Board of Directors of _____ School District No. _____ on the _____ day of _____, 2013, in the manner proposed by law, and has not been altered or repealed.

DATED this _____ day of _____, 2013.

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 2013-2014 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.

Department of Instructional Services



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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

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**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

Alpha School
Alpha Evening School Program
(continued)

Statement of Positive Outcomes:

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

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

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**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

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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 elementary and secondary literacy coaches
- Plan regional level support activities/trainings to meet identified needs
- Facilitate integration of Oregon Data Project strategies into school-based professional learning teams and data teams
- Facilitate implementation of the 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 to include writing and mathematics
- 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
- 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 to include math specialist support and to develop a network for math specialists similar to that created for literacy

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***Curriculum Services
School Improvement
(continued)***

Statement of Positive Outcomes:

- Benefit from technical assistance on curriculum, instruction, assessment and professional technical areas that are related to meeting state requirements
- Consistent high quality, high impact professional development services
- Liaison to ODE for assistance on basic school program and reform related initiatives
- Increased options available for students to gain high school credit, increase on-time graduation and decrease dropouts
- 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 (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

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**Helensview
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

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

Description of Services (continued):

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

Statement of Positive Outcomes:

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

Home School Notification

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

Funding Option(s): Mandated

Proposed modification(s): No Proposed Modifications

Description of Services:

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

Statement of Positive Outcomes:

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

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Educational Programs in Adult Correction Facilities (Incarcerated Youth Program)

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

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

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

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modifications

Description of Services:

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

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

Description of Services (continued):

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

Statement of Positive Outcomes:

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

Migrant Education Program

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

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.

Staff have developed working relationships with many social and community service organizations that can meet family needs. We work with many parents to meet their needs by providing referrals to non-profit organizations that assist with rent, utility bills, food, household goods and other items.

We assist component districts by providing direct instruction to students and by being liaisons between students, 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 Migrant Education Program
- Free breakfast and lunch
- Family/school communications
- Migrant Summer School
- El Futuro Preschool in conjunction with Mt. Hood Community College Head Start
- Involvement with the Oregon Migrant Leadership Conference

Migrant Families:

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

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

Description of Services (continued):

Component Districts:

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

Statement of Positive Outcomes:

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

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

Non-English Speaking Students

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

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modifications

Description of Services:

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

Statement of Positive Outcomes:

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

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Outdoor Schools

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

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

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

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

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Sixth Grade Offering Level 1: Outdoor School

Description of Services:

Cost per district includes:

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

Sixth Grade Academic Instruction:

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

High School Academic Instruction:

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

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

Description of Services (continued):

Special Needs and Inclusion Program:

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

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

Statement of Positive Outcomes:

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

Sixth Grade Offering

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

Description of Services:

Cost per district includes:

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

Sixth Grade Academic Instruction:

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

High School Academic Instruction:

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

Special Needs and Inclusion Program:

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

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

(continued on next page)

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

Statement of Positive Outcomes:

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

Sixth Grade Offering

Level 3: Modified Outdoor School Four Days – Three Nights

Description of Services:

Cost per district includes:

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

Sixth Grade Academic Instruction:

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

High School Academic Instruction:

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

Special Needs and Inclusion Program:

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

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

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

Statement of Positive Outcomes:

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

Sixth Grade Offering Level 4: Field Science Experience

Description of Services:

Cost per district includes:

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

Sixth Grade Academic Instruction:

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

High School Academic Instruction:

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

Special Needs and Inclusion Program:

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

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

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

Statement of Positive Outcomes:

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

Sixth Grade Offering Level 5: Snapshot of Science

Description of Services:

Cost per district includes:

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

Sixth Grade Academic Instruction:

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

High School Academic Instruction:

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

Special Needs and Inclusion Program:

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

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

(continued on next page)

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

Statement of Positive Outcomes:

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

Fifth Grade Offering Investigating Our World

Description of Services:

Cost per class includes:

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

Fifth Grade Academic Instruction:

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

High School Academic Instruction:

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

Special Needs and Inclusion Program:

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

Parent Participation:

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

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

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OUTDOOR SCHOOLS
Fifth Grade Offering
Investigating Our World
(continued)

Statement of Positive Outcomes:

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

Fourth Grade Offering Oregon Trail Overnight

Description of Services:

Cost per class includes:

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

Fourth Grade Academic Instruction:

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

High School Academic Instruction:

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

Special Needs and Inclusion Program:

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

Parent Participation:

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

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

(continued on next page)

OUTDOOR SCHOOL
Fourth Grade Offering
Oregon Trail Overnight
(continued)

Statement of Positive Outcomes:

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

Third Grade Offering Wetlands and Waterways

Description of Services:

Cost per class includes:

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

Third Grade Academic Instruction:

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

High School Academic Instruction:

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

Special Needs and Inclusion Program:

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

Parent Participation:

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

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

(continued on next page)

OUTDOOR SCHOOLS
Third Grade Offering
Wetlands and Waterways
(continued)

Statement of Positive Outcomes:

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

Second Grade Offering Exploring Nature

Description of Services:

Cost per class includes:

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

Second Grade Academic Instruction:

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

High School Academic Instruction:

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

Special Needs and Inclusion Program:

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

Parent Participation:

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

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

(continued on next page)

OUTDOOR SCHOOLS
Second Grade Offering
Exploring Nature
(continued)

Statement of Positive Outcomes:

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

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

Description of Services:

Cost per district includes:

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

Seventh Grade Academic Instruction:

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

High School Academic Instruction:

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

Special Needs and Inclusion Program:

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

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

(continued on next page)

OUTDOOR SCHOOLS
Seventh Grade Offering
Passages Through Time
(continued)

Statement of Positive Outcomes:

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

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

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**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 to include the transition to the Smarter Balance Assessments scheduled for 2014.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Maintain a supply of materials, needed expertise to establish in-house processing systems and train school staff in test administration, scoring and interpretation of open-ended performance tests
- SAS staff provide technical assistance, training and support for schools' utilization of 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 ten area alternative high schools: Alliance at Benson and Meek High Schools, Alpha High School, Centennial Learning Center, Helensview High School, New Avenue for Youth, Open Meadow High School, POIC/Rosemary Anderson High School, Portland Youth Builders, and Reynolds Learning Academy.

Funding Option(s): Federal Grant

Proposed Modification(s): No Proposed Modifications

Description of Services:

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

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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, Compass Learning® Online Education, and supplemental materials. The goal is to provide as many opportunities as possible to earn identified credits in the content areas needed to be successful in school and life.

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

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

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

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modifications

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

Description of Services:

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

Statement of Positive Outcomes:

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

Donald E. Long Treatment Program (Incarcerated Youth Program)

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

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modifications

Description of Services:

Program Units Services:

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

Statement of Positive Outcomes:

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

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Department of Special Education Services



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

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

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modifications

Description of Services:

- The Evaluation Team will coordinate referral activities with community agencies to identify, assess and determine eligibility for services
- The Evaluation Team gathers and reviews records, conducts pre-evaluation conferences with parents, schedules screenings and evaluations, conducts evaluations, writes reports, reviews all findings/data and participates in eligibility/IFSP meetings
- Students referred after December 1 who will be transitioning from ECSE to the component district by September 1, will be evaluated by the team using a school age disability category (OAR 581-015-0051). If the child is eligible under a disability category, the team will complete the eligibility/IFSP process.
- Students referred after June 15, who are turning age five by September 1 of that school year, will be screened to determine the need for evaluation for special education services as required in IDEA or OAR 581-015-0051. This screening information will be forwarded to the component district.
- In some cases the child may only qualify under Developmental Delay (DD) and not meet the criteria for a school age disability category under OAR 581-015-0051. In these cases, the child is still eligible to receive ECSE services. When this occurs the team will complete an action form stating the child is not suspected of having a disability under OAR-581-015-0051 and further testing was not needed at this time.
- The Evaluation Team will review all "transfer" files to determine if additional testing is needed and conduct pre-evaluation conferences and evaluations within 30 days of transfer
- The Evaluation Team will forward 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 1st 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 students with severe behavior challenges to ensure progress on educational and social goals.

The FLS team is highly trained in serving students that qualify for these programs. They have expertise in transition planning, Oregon Intervention System (OIS), delegated health care (DHC), 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

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

Description of Services:

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

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.

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

Description of Services (continued)

- Staff complete triennial assessments for students and maintain all required paperwork, including reports and educational records to comply with all rules and regulations relating to special education
- Staff complete and maintain all required paperwork, including, reports, and educational records to comply with all rules and regulations relating to special education
- MESD provides Supervision for all ACBH staff

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

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

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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) Traumatic Brain Injury
- Participate as a member of the evaluation team for Autism Spectrum Disorder
- Provide support to write, review and revise IEPs as mandated by State and Federal Rules and Regulations
- Provide consultation services based on each student's IEP
- May offer technical assistance (professional-development) at the request of the component district

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

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

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

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

Statement of Positive Outcomes:

- Students with disabilities will be included within the general education setting with learning supports, which 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

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***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.
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Department of Health and Social Services



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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 at school site or in a sound-proof booth at MESD
- Parents are notified of results

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

Statement of Positive Outcomes:

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

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Immunization

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

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modification

Description of Services:

- Collaborate with districts to receive/enter immunization data into student information system
- Provide reports for Health Services staff, school personnel and county/state immunization coordinators as outlined by administrative rule
- Access/screen immunization records from other county/state databases and registries to supplement or verify parent or health care provider information submitted to schools
- As a delegate agency, 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 immunization 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, attendance and participation 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
- Investigation, consultation and direction for communicable disease control
- Assess and plan care for physical and psycho-social health problems, including referrals as necessary to community providers for medical diagnosis and treatment
- Vision and dental screening minimally for grades Pre-K, K, 1, 3, 5, 7 and all referred students to provide early identification and prevention services.
- Immunization assessment, consultation and referral for all grades
- Conduct home visits when indicated
- Consult on environmental health and safety issues
- Promote health and wellness
- Participate in support groups

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

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

Statement of Positive Outcomes:

- 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:

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

Medication Administration Training:

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

Glucagon Training:

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

Database Management:

- Data entry for classes conducted by Health and Social Services (HSS) trainers

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***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 reports are provided to component districts or building administrators for review of employee training
- "Communicable Disease Control Plan for School District Employees" assists districts in complying with OSHA requirements
- Increased skills and readiness for staff to respond to emergency events in the school community, provide safe medication administration, and protect themselves against an occupational BBP exposure.

Medicaid Billing Services

Medicaid Administrative Claiming

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

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

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

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

Statement of Positive Outcomes:

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

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Medicaid Billing Services School-Based Health Services

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

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

By sharing technology costs and contracting with non-component districts that use the MESD billing information system, component district costs will be held to the minimum as possible. 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 breach of student information, (2) billing staff time to manually enter data into the billing system, (3) staff time to sort and file paper documents, and eliminates (4) the need for paper storage of confidential student information.

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Develop and maintain the school-based Medicaid billing system in compliance with Oregon Medicaid policy and procedures requirements
- MESD Medicaid billing staff provide training and workshops 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 Department (MCHD) in select, high-need schools to assist under-insured students with dental treatment for acute dental needs. Dental van services are based on available community resources, student dental needs, and prioritization of 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, have barriers to access dental care, or have not had care within 2-3 years 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. The educational impact to hospitalized children is mitigated by receiving ongoing educational services, maintaining contact with their home districts, and by planning a reasonable and realistic transition back to school following hospitalization.

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

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

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

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

OHSU DCH Hematology/Oncology Unit

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

OHSU DCH Pediatric Intermediate Care Unit

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

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**Hospital School Program
(continued)**

Description of Services (continued)

Oregon State Hospital, Portland Campus

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

Randall Children's Hospital at Legacy Emanuel

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

Shriners Hospital for Children

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

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

Statement of Positive Outcomes:

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

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 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 monitor follow up activity and support families with health education and resource information

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

Statement of Positive Outcomes:

- Early identification of uninsured students with dental needs allows low income families to participate in the School Dental Van Program or 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 screening requirements
- 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



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Cascade Technology Alliance

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

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

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

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

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

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Technology Services

Contact Information

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503-614-1600 Portland

503-385-4856 Salem

877-645-5959 Toll Free

Fall 2012

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Application and Development Services

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

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

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

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

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

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

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

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

Application and Development Services (continued)

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

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

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

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

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

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

District Office Services

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

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

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

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

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

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

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

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

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

District Office Services (continued)

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

- SubFinder (CRS) - SubFinder is a fully automated employee absence management and substitute placement system that schedules substitute teachers and classroom assistants for participating districts. Service includes processing needed documentation including I-9, W-4, certifications (licensing and training), fingerprinting verification and criminal history forms and fees. Training, technical support and hosting is provided by CTA.

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

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

Infrastructure Services

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

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

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

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

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

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

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

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

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

Infrastructure Services (continued)

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

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

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

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

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

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

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

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

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

Infrastructure Services (continued)

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

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

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

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

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

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

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

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

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Instructional Services

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

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

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

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

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

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

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

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

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

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

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

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Administrative Support Services



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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
- Doernbecher Children’s Hospital School Program
- Emanuel Hospital School Program
- Shriners Hospital School Program

Statement of Positive Outcomes:

- Service allows component districts to administer their education mission

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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 complement existing district services.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

General Legal and Human Resources Assistance and Support:

- Labor and employment law, including but not limited to OFLA/FMLA
- Employee discipline
- Harassment, discrimination, and investigations issues
- Teacher and administrator evaluations
- Licensing
- 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 OFLA/FMLA 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
- Team building

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 Services

Printing Services provides digital color and high speed black and white copying 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): Graphic and digital services including designing, electronic file troubleshooting, scanning, retouching photos and text formatting no longer available.

Description of Services:

- 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
- 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
- Order paper only (with no printing) – special paper at a volume price

Digital Color and High Speed Black and White Copying:

- Produce short run full-color pieces on high quality digital color copier such as report covers, posters, brochures, newsletters, postcards, calendars, CD covers, certificates, flyers, forms, 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

Binding and Finishing:

- Assembling, folding, trimming, collating, stapling and padding
- Custom finishes to papers such as tab cuts with mylar reinforcement

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Statement of Positive Outcomes:

- Reliable, cost-effective services to districts
- Familiar with the entire range of education-related print and reproduction needs
- Works with most 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
- Maintains relationships with a wide variety of vendors who can provide specialized services not provided at the MESD Print Shop

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Procurement Card

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

Funding Option(s): No cost to districts

Proposed Modification(s): No Proposed Modifications

Description of Services:

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

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

Statement of Positive Outcomes:

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

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School Announcement Closure Network FlashAlertNewswire.net

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

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

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modifications

Description of Services:

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

Statement of Positive Outcomes:

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

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Substitute Teacher TSPC Registration & Automated 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

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***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



<p style="text-align: center;">BOARD OF DIRECTORS 2012-2013</p>
--

Position	Board Member	Representing	Term Ends
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.

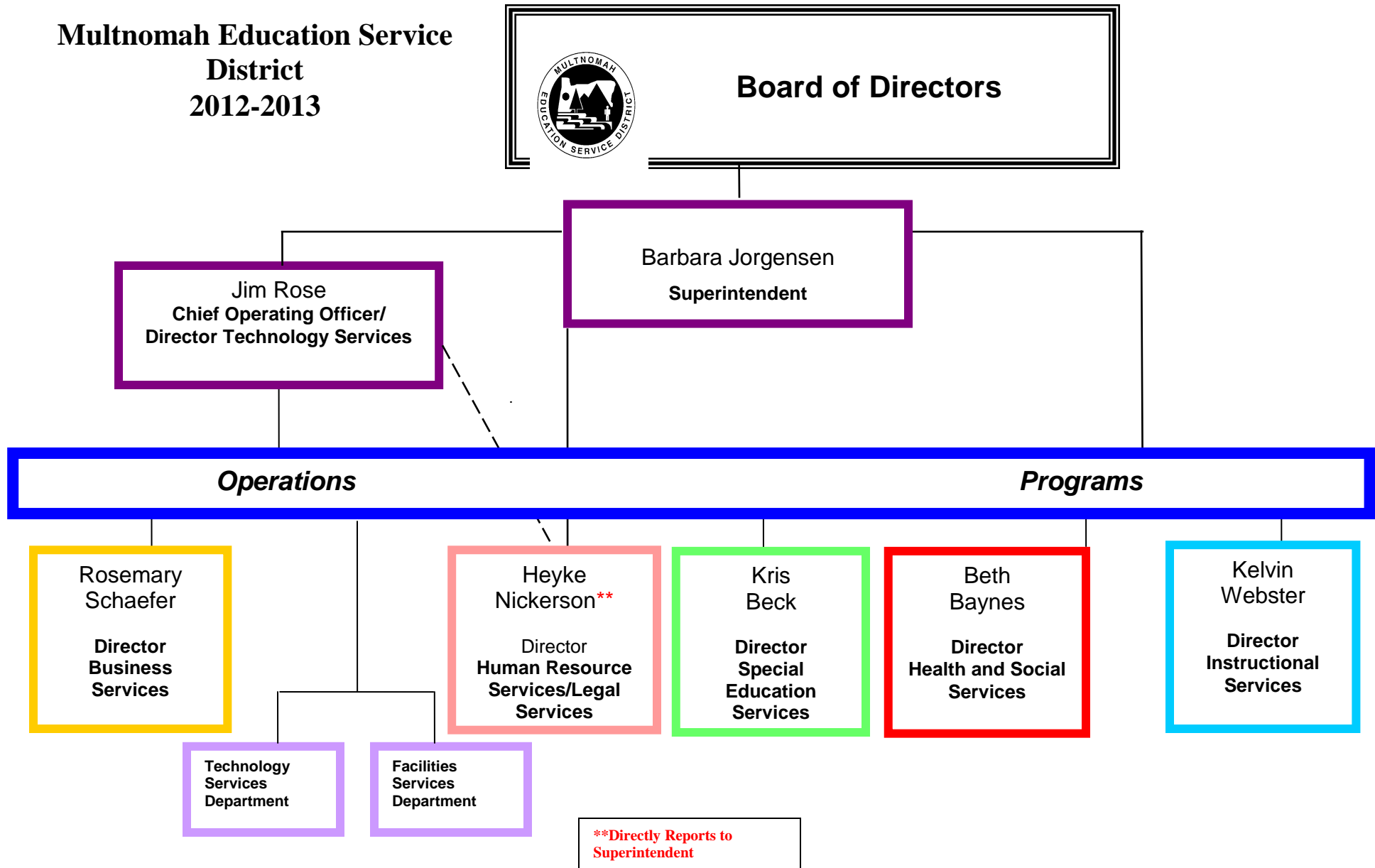
The Board recognizes its responsibility to the community whom they serve, and to provide benefits for which MESD was created. Accordingly, the Board adopts goals consistent with the legislated mission, roles, powers and duties of MESD. The development of such goals is essential to enable MESD to pursue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

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

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

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**Multnomah Education Service
District
2012-2013**



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RESOLUTION 12-72

**Approval of the 2012-2013 Budget Calendar for Development
of the Fiscal Year 2013-2014 Budget**

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

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

NOW THEREFORE BE IT RESOLVED, that the Multnomah Education Service District Board of Directors approved the 2012-2013 Budget Calendar for the Development of the Fiscal Year 2013-2014 Budget.

Motion: Director Spellman moved to approve Resolution 12-72. Vice Chair Giusto seconded the motion.

Action: There being no further discussion the amended motion carried with Directors Giusto, Montgomery, Schafer, and Spellman voting aye. Motion passed 4-0.

MULTNOMAH ESD 2012-2013 CALENDAR FOR FY 2013-2014 BUDGET

WHEN

ACTION

2012

July 10	Board Meeting	By Resolution: Adopt the 2012-2013 Budget Calendar for 2013-2014
August 21	Board Meeting	By Resolution: Approve Amended 2012-2013 Budget By Resolution: Set Budget and Planning Parameters for 2013-2014
December 18	Board Meeting	By Resolution: Approved 2013-2014 Local Service Plan Presentation: Talbot, Korvola & Warwick – Delivery of Audit Report

2013

January 11		Deliver to Districts: Approved 2013-2014 Local Service Plan
February 11	Budget Committee Work Session	Elect: Budget Committee Chair Develop: Fund level revenue and expenditure projections
February 22		Publish: First Advertisement of Budget Committee Meeting (3/19/13) in Oregonian and FlashAlert (ORS 294.401)
February 25	Budget Committee Work Session	Develop: Department level revenue and expenditure projections
March 1		By Resolution: 2013-2014 Local Service Plan Approval by Districts' Board (ORS 334.175(5)(b)/OAR 581-024-0285(2))
March 4	Budget Committee Work Session	Reconcile: Projections and questions
March 5		Publish: Second Advertisement of Budget Committee Meeting in Oregonian and FlashAlert (ORS 294.401)
March 11	Budget Committee Work Session	Reconcile: Projections and questions
March 19	Budget Committee Work Session	Superintendent: Budget Message Delivered (ORS 294.401) Deliver to Committee: Budget Document and Public (ORS 294.401) By Resolution: Approval of Budget Document and Ad Valorem Property Taxes for All Funds (ORS 294.406)
April 15		Legal Deadline: Submission of Approved Budget Document to Tax Supervising and Conservation Commission (TSCC) (ORS 294.635)
May 1		Publish: Public Notice of TSCC Hearing (May 21) in Oregonian and FlashAlert (ORS 294.421)
May 21	TSCC Hearing Board Meeting	Tentative: Date Set by TSCC (ORS 294.430) By Resolution: Board Acts on TSCC Recommendations By Resolution: Board Adopts the Budget (ORS 294.435) By Resolution: Board Makes Appropriations (ORS 294.435) By Resolution: Board Categorizes and Declares the Levy (ORS 294.435)
June 18	Board Meeting	By Resolution: Approval of Transfers of Appropriation and Appropriations for All Funds for Fiscal Year 2012-2013
July 15		Legal Deadline: Certification of Tax Levy to County Assessor (ORS 334.285)

Instructional Services Advisory Committees 2012-13

Meeting Times:

Outdoor School: 3rd 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	Instructional Services	Outdoor School	Curriculum and Instruction
MESD Staff	Kelvin Webster	Dan Prince	Kelvin Webster Judy Custy
Centennial	Lori Silverman	Cheryl Williamson	Cheryl Williamson
Corbett	Dee Dee Hanes	Carrie Church	Holly Dearixon
David Douglas	Barbara Kienle	Cheryl Bland	Derek Edens Brooke O'Neill
Gresham-Barlow	Janell Black	Jim Schlachter Jennifer Sorcinelli Sally Kirkpatrick	Tim Drilling Teresa Ketelsen Angie Kautz Anita Harris
Parkrose	Kathy Keim- Robinson	Annette Sweeney	Michelle Markle
Portland	Mary Pearson	Patrick Mangan	Kimberly Matier Kara Mortimer Artie-Rene Knight
Reynolds	Brenda Martinek	Gary Schuh	Amy Jackson
Riverdale	Sue Jonson	Todd Migchelbrink Brian Black	Kate Wray

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Health and Social Services/Special Education Advisory Committees Contact List 2012-2013

(new information in **RED**)

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	lori_silverman@centennial.k12.or.us konnie_nunez@centennial.k12.or.us
Nancy Anderson	Special Education Director	Clackamas ESD 13455 SE 97 th Avenue Clackamas, OR 97015	503-675-4150		nanderson@clackesd.k12.or.us
C. Roberta Weber <i>Melissa Phillips, Secretary</i>	Director	Columbia Regional Program 8333 NE 74 th Portland OR 97213	503-916-5570 x78323	503-916-5576	rweber1@pps.net mphillip@pps.net
Dee Dee Hanes	Special Education Director	Corbett School District 35800 E Hist Columbia River Hwy Corbett, OR 97019	503-261-4245		dhanes@corbett.k12.or.us
Barbara Kienle <i>Leslie Jones, Secretary</i>	Director of Student Services	David Douglas School District 1500 SE 130 th Ave Portland, OR 97233	503-261-8207 503-261-8209	503-261-0131	Barbara_kienle@ddouglas.k12.or.us Leslie_jones@ddouglas.k12.or.us
Pia Leonard	Director, Human Resources and Instructional Services	Gladstone School District 17789 Webster Road Gladstone, OR 97027-1498	503-655-2777	503-655-5201	leonardp@gladstone.k12.or.us
Janell Black <i>Laurie Miller, Secretary</i>	Executive Director Student Support Services	Gresham-Barlow School District 1550 NW Eastman Parkway, Suite 175 Gresham, OR 97030	503-261-4650	503-261-4669	black2@gresham.k12.or.us miller3@gresham.k12.or.us
Margo Williams <i>Elizabeth Blaylock, Secretary</i>	Director, Office of Supported Education	Molalla River School District PO Box 188 Molalla, OR 97038	503-829-2359 x 233	503-829-5540	Margo.williams@molallariv.k12.or.us Elizabeth.blaylock@molallariv.k12.or.us
Jill Daniels	Program Manager School-Based Health Center	Multnomah County Health Dept 426 SW Stark, 8 th Floor Portland, OR 97204	503-988-4424 x29751	503-988-4464	jill.a.daniels@multco.us
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	kathy_keimrob@parkrose.k12.or.us julie_knoles@parkrose.k12.or.us
Ed Krankowski <i>Robin Malone, Secretary</i>	Assistant Director, Special Education	Portland Public Schools PO Box 3107 Portland, OR 97208-3107	503-916-3090 503-916-3297	503-916-3194	ekrankowski@pps.net
Carla Gay Tammy Jackson <i>Julie McGalliard</i>	Education Options Assistant Director of Student Services	PPS – Tubman Campus Student Services Dept 2231 N Flint Avenue Portland, OR 97227	503-916-2000 x71004 X71012		cgay@pps.net tjackson@pps.net

Name	Title	Address	Phone	Fax	email
Brenda Martinek <i>Candee Layton, Admin</i>	Executive Director Special Education	Reynolds School District 1204 NE 201 st Ave Fairview, OR 97024	503-661-7200 x3237 503-661-7200 x3214	503-667- 6932	bmartinek@rsd7.net clayton@rsd7.net
Paula Robinson		Riverdale School District 11733 SW Breyman Ave Portland, OR 97219	503-262-4844 x4210	503-262- 4845	probinson@riverdale.k12.or.us

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	bbaynes@mesd.k12.or.us ellis@mesd.k12.or.us
Kristine Beck <i>Linda Ford, Secretary</i>	Director, Special Education	Multnomah ESD	503-262-4101 503-257-1666	503-257-1583	kbeck@mesd.k12.or.us lford@mesd.k12.or.us
Kelvin Webster <i>Jodi Seaburn, Secretary</i>	Director, Instructional Services	Multnomah ESD	503-257-1696 503-257-1651		kwebster@mesd.k12.or.us jseaburn@mesd.k12.or.us

Additional Members / Information Only:

Name	Title	Address	Phone	Fax	email
Jeanne Zuniga <i>Cathi VanDamme, Secretary</i>	Coordinator, Functional Living Skills	MESD	503-257-1674 503-257-1661	503-257-1583	jzuniga@mesd.k12.or.us jlynch@mesd.k12.or.us
Pat Moffitt	Coordinator, Early Childhood	MESD	503-257-1685	503-257-1583	pmoffitt@mesd.k12.or.us
Ann Vrabel	Coordinator, Health Services	MESD	503-257-1611	503-257-1779	avrabel@mesd.k12.or.us
Barbara Jorgensen <i>Leslie Nelson, Admin</i>	Superintendent	MESD	503-257-1616 503-257-1504	503-257-1525	bjorgens@mesd.k12.or.us



**Network Services
A Technology Services
User/Advisory Group
2012-2013**

Centennial School District

Chris Dresel
Matt Hudson

Corbett School District

Phil Pearson

David Douglas School District

Keith Seher
Shay Smith

Gresham-Barlow School District

Bill Dewitz
David Pierce

Parkrose School District

Christine Blouke

Portland Public School District

Andrew Mclaughlin
Christine Blouke
Richard Doyle

Reynolds School District

Jeff Thompson
Mary Nosack

Riverdale School District

Dale Petersen

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**Student Information System
A Technology Services
User/Advisory Group
2012-2013**

Centennial School District

Frank Decker
Fadia Kahl

Corbett School District

Phil Pearson
Randy Trani

David Douglas School District

Derek Edens
John May

Gresham-Barlow School District

Bill Dewitz
Darrin King

Parkrose School District

Christine Blouke

Portland Public School District

Marita Ingalsbe
Stacey Partin

Reynolds School District

Patty Bohlman
Patty Carerra
Mary Nosack

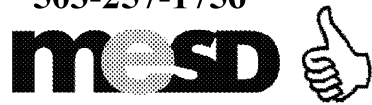
Riverdale School District

Dale Petersen

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