

MESD Local Service Plan



2015-2016

INTRODUCTION

The 2015-2016 Local Service Plan (LSP) is recommended for approval by resolution of the Boards of the component districts of Multnomah Education Service District. To become effective this LSP must be approved annually by March 1 by two-thirds of the Boards, representing a majority of students enrolled in Multnomah County school districts.

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

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

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

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

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

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



Barbara Jorgensen, Superintendent
Multnomah Education Service District

RESOLUTION 14-045 Approval of the 2014-2015 Budget Calendar for Development of the Fiscal Year 2015-2016 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 2014-2015 Budget Calendar for the Development of the Fiscal Year 2015-2016 Budget.

Multnomah ESD 2014-2015 Calendar for Fiscal Year 2015-2016 Budget

<p>Tuesday, July 1, 2014</p> <ul style="list-style-type: none"> • Adopt the 2014-2015 Calendar for the Fiscal Year 2015-16 Budget (Resolution) 	<p>MESD Board Meeting</p>	<p>MESD Board</p>
<p>Tuesday, November 18, 2014</p> <ul style="list-style-type: none"> • Presentation by Auditors – Talbot, Korvola & Warwick of 2013-2014 Audit 	<p>MESD Board Meeting</p>	<p>MESD Board</p>
<p>Tuesday, December 16, 2014</p> <ul style="list-style-type: none"> • Approve 2015-2016 Local Service Plan (Resolution) • Adopt Budget Planning Parameters (Resolution) 	<p>MESD Board Meeting</p>	<p>MESD Board</p>
<p>January 2015 thru March 2015</p> <ul style="list-style-type: none"> • MESD Management develops the Proposed Budget • MESD Board appoints new Budget Committee members • MESD Management provides new member training 		<p>MESD Board</p>
<p>Friday, January 9, 2015</p> <ul style="list-style-type: none"> • MESD Superintendent delivers to Component Districts 2015-2016 Local Service Plan 	<p>Superintendent Council Meeting</p>	<p>Council</p>
<p>Sunday, March 1, 2015</p> <ul style="list-style-type: none"> • 2015-2016 Local Service Plan Approval (ORS 334.175(5)(b)/OAR 581-024-0285(2)) (Resolution) 	<p>Component District Boards</p>	<p>District Boards</p>
<p>Thursday, March 19, 2015</p> <ul style="list-style-type: none"> • Introduction to MESD and budget process for new and current committee members. 	<p>Budget Committee Orientation</p>	<p>Budget Committee</p>
<p><i>Friday, March 20, 2015</i></p> <ul style="list-style-type: none"> • <i>Newspaper notice within 5-30 days before meeting – (ORS 294.401)</i> • <i>Online notice for at least 10 days before meeting</i> 	<p><i>Publish Notices of Budget Committee Meetings</i></p>	
<p>Friday, March 27, 2015</p> <ul style="list-style-type: none"> • Proposed budget document available to public – (ORS 294.401) • Open online access to Proposed Budget to the Budget Committee – no deliberations allowed 	<p>Access to Proposed Budget</p>	
<p>Tuesday, March 31, 2015</p> <ul style="list-style-type: none"> • Proposed Budget Presentation • Elect Board Committee Chair • Presentation of revenue forecast and assumptions • Superintendent’s Budget Message – (ORS 294.401) • Proposed Budget Presentation and Department Summaries – (ORS 294.401) • Public Comment • Budget Committee Recommendations • Approve Budget (Resolution) 	<p>Budget Committee Meeting</p>	<p>Budget Committee</p>
<p>Tuesday, April 7, 2015, and Tuesday, April 14, 2015</p> <ul style="list-style-type: none"> • Continue discussion of proposed budget presentation for approval 	<p>Budget Committee Meetings <i>if necessary</i></p>	<p>Budget Committee</p>

Multnomah ESD 2014-2015 Calendar for Fiscal Year 2015-2016 Budget (continued)

Wednesday, April 15, 2015	Deadline to submit Approved Budget to TSCC (ORS 294.635)	
<i>Friday, May 8, 2015</i>	<i>Publish Notices of TSCC Public Hearing</i> <ul style="list-style-type: none">• <i>Newspaper notice within 5-30 days before hearing – (ORS 294.421)</i>• <i>FlashNews Alert notice of hearing – (ORS 294.421)</i>• <i>Online notice for at least 10 days before meeting</i>	
Tuesday, May 19, 2015	TSCC Public Hearing (ORS 294.430)	TSCC
Tuesday, June 16, 2015	MESD Board Meeting <ul style="list-style-type: none">• Adopt Budget, Appropriation, & Certify Tax Levy (ORS 294.435) (Resolution)• Each fund cannot be increased by more than 10% of Approved Budget	MESD Board
Wednesday, July 15, 2015	Deadline to File Certification of Tax Levy with Counties	

**ADOPTION OF MULTNOMAH ESD
PROGRAMS AND SERVICES PROPOSALS
FOR 2015-2016**

_____ SCHOOL DISTRICT NO. _____

This certifies that the following Resolution was adopted by the Board of Directors of _____ School District No. _____ on the _____ day of _____, 2015, in the manner proposed by law, and has not been altered or repealed.

DATED this _____ day of _____, 2015.

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 2015-2015 Local Service Plan - Multnomah Education Service District, EXCEPT:

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

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

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Department of Education Services

Instructional Services

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
- Counseling addressing behavioral or emotional problems and changing negative behaviors
- Violence prevention, anger-management and conflict resolution skills
- Administration of all required state assessments
- Development of team building, decision-making and goal setting
- Alcohol and drug intervention, education and support groups
- Service learning opportunities providing participation in projects which benefit the community, giving a directed, hands-on approach to learning that is relevant
- Opportunities to reflect on personal behaviors, collaboration and teamwork
- Cultural and gender specific support groups
- Gang prevention/intervention

(continued on next page)

**Alpha School
Middle School Program
(continued)**

Statement of Positive Outcomes:

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

Alpha School

Alpha Evening School Program

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

Primary goals are:

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

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

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

School-to-Career:

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

Academic Instruction:

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

Technology:

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

Other Educational Opportunities:

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

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

Curriculum Services

English Language Learner TOSA-NEW

Consultation, planning/and or professional development services are provided to support MESD component district Title III –English Language Learner programs in the implementation of the English Language Learner Common Core Standards and implementation of the ELPA 21 assessment for the 2015-16 year in order to meet the requirements of State and Federal Mandates.

Funding Options(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Assist in the integration of ELLCCSS standards into the work of School Improvement Facilitators in their work with Literacy.
- Provide direct curriculum and instructional support that include effective strategies and intervention for classroom teachers with increased non-English speaking students.
- Provide support to school administrators and teachers as determined by the needs of the component districts.
- Liaison to ODE Equity/Title III on implementation of the State-wide plan
- Serve as a regional resource for teachers and administrators for the transition to the newly adopted ELLCCSS standards, changing curriculum and assessment in the area of ELD.
- Preparing and presenting professional development for site staff on ELD. Provide regional support for the implementation of the Oregon Framework for English Proficiency Standards and support Oregon English Learners Statewide Strategic Plan.

Statement of Positive Outcomes:

- Support services, workshops and materials to help component districts administer and use ELPA results effectively.
- Provide direct technical assistance and instructional support to administrators and classroom teachers to facilitate strategic planning, curriculum enhancements, development and instructional issues in support of district priorities and results.
- Identify best practices regarding teaching, instruction and assessment in assigned area as well as staff development resources.
- Visit school sites and classrooms to assist site administrators in monitoring effective program implementation.
- Assist the school principals with setting goals for improved instruction and monitoring of student achievement data to make informed instructional decisions in support of ELL and culturally diverse students.

***Curriculum Services
English Language Learner TOSA
Continued***

- Assist teachers in building an interactive classroom environment focused on the content and learning strategies embedded in the Common Core State Standards.
- Develop, model and support the implementation of strategic lessons.
- Provide support for program evaluation of EL program, support Title III- CIP Alignment and for development of LAU plan.
- Provide professional development in the following: Language Acquisition, Sheltered Instructional Protocol (SIOP), Guided Language Acquisition Design (GLAD), English Language Development (ELD), Cultural Competence and Building Academic Language in the classroom.
- Facilitate a regional network of ELL teachers and instructional coaches that foster the implementation of the new Oregon Framework for EL.

Curriculum Services Kindergarten Instructional Facilitator NEW

With the implementation of Oregon's Full Day Kindergarten this service is to provide support for kindergarten teachers and for their principals in the implementation of high quality kindergarten programs. By provision of both regional professional development and on-site coaching, the effectiveness of full day kindergarten will be measured by increased student performance.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services

- Provide high quality professional development for kindergarten teachers in component districts focused on the development of age appropriate executive functions in language, literacy and numeracy
- To establish and facilitate a regional network for kindergarten teachers.
- Identify appropriate instructional materials and strategies that are optimal for use in half-day and full day kindergarten programs.
- Model early childhood language, literacy and numeracy instructional strategies for Early Primary teachers.
- Communicate and consult with identified staff on matters related to Early Childhood and Kindergarten.
- Provide direct coaching and instructional guidance to identified K- classroom teachers.
- Provide models of effective use of differentiated instructional strategies for diverse learners.
- Provide support and facilitate the adoption of essential components of effective reading, writing and mathematics as implemented in a child-focused classroom.
- Support K classroom teachers' ability to differentiate instruction to meet individualized student needs as determined by diagnostic and formative assessment.
- Design, coordinate and implement professional development for K teachers with emphasis on differentiated instruction language acquisition and intervention strategies.
- Support K teachers in providing increased opportunities for parents and families to understand the developmental and learning needs of their children.

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

Curriculum Services Dual Credit Project NEW

The purpose of the MESD Dual Credit Project is to facilitate the acceleration of component districts' movement toward a system that provides increased opportunities and clearly articulated pathways for high school students in attaining college credit while attending their home high schools. This effort is designed to facilitate the continuation of partner agreements that meet the program objectives and allows high school master schedule development that includes additional core dual-credit classrooms. A second component is the facilitation of the development of middle school and early high school programs and activities that foster a "college-going" culture.

Components: Dual Credit Project Lead .5; Dual Credit Facilitator .5
Transportation costs for college-campus visitations for 1700 students

Funding Option(s): Resolution and/or contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

Programs for Teachers:

- Creation of support materials for College-going culture units of study for middle school and early high school.
- Provide linkage between high school programs and community colleges in key content areas.
- Create and foster partnerships with community agencies to inspire students toward college
- Provide summer institutes to facilitate high school staff certification for dual credit.
- To expand the number of middle and high schools participating from six to ten in 2015-16.

Programs for Students and Families:

- Trimester College Going Culture parent nights targeted toward minority culture communities and non-English speaking parents
- Three college visitations for each identified participating schools to include both middle school and early high school students.

Statement of Positive Outcomes:

Increased numbers of underserved students will earn college credit that supports entry to college and college success

- Middle school students will participate in College-Going Culture activities that include in-classroom instruction.
- 8th and 9th Grade Teachers will be supported in the implementation of the College-Going Culture curriculum through the Dual Credit Facilitator.
- The position of Dual Credit Project Lead is designed to facilitate the acceleration of district movement toward a system that provides increased opportunities and clearly articulated pathways for high school students in attaining college credit while attending their home high schools. This effort is designed to produce partner agreements by January of 2015 that meets program objectives and allow high school schedule building that includes additional core dual-credit classes.

Curriculum Services **School Improvement**

Consultation, planning, and/or professional development services are provided to support curriculum development, implementation of the Oregon Common Core and transition to Smarter Balance Assessment as well as other Oregon State requirements and MESD Instructional Initiatives including the implementation of the ELPA 21. Providing continued support for Professional Learning/Data Teams, Oregon Graduation Requirements, Equitable Access to Opportunity and Closing the Achievement Gap are priority for assistance. Other areas may be identified by need and prioritized by component districts.

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modifications

Description of Services:

- High quality and high impact Professional Development in the areas of reading, writing, and mathematics.
- Provide on-site professional development and coaching in mathematics and literacy.
- Develop and provide access to a variety of literacy based resources
- Facilitate regional network for elementary and secondary literacy and mathematics coaches.
- Provide regional level support activities to meet identified needs.
- Facilitate implementation of the Oregon High School Diploma requirements to include Credit by Proficiency.
- Assistance and coordination of a variety of specified projects identified and prioritized by the Curriculum and Instruction Advisory Committee to include development of formative assessments in reading, writing and mathematics, secured reading, writing and mathematics essential skills assessments to include those in native languages
- Maintain partnerships with local community colleges, universities, and related educational agencies (ODE)
- Collaborate with component districts in the development of regional applications for grants to support mathematics and literacy.
- Research assistance on literacy or other instruction or curriculum topics and issues.
- Facilitate and support implementation of the Oregon Common core Standards.
- Facilitate and support the Goals and Initiatives of the MESD Superintendent Council.
- Support collaborative work addressing the All Hands Raised initiatives.
- Assistance with locating, writing, facilitating and implementing grants and grant opportunity.
- Other needs may be discussed and agreed upon by component district representatives and MESD Curriculum Coordinator and/or Chief Program Officer of Education Services.
- Benefit from technical assistance on curriculum instruction, assessment and professional technical areas that are related to meeting state requirements.
- Increased options available for students to gain high school credit, increase on-time graduation and decrease dropouts through the expansion of essential skills assessment resources and support credit by proficiency.

- Strengthening the educational programs of component districts in alignment with federal and state education requirements
- Training in the development of Essential Skills Work Samples in reading, writing and mathematics, creation of “bridge” Essential Work Samples to prepare students for CCSS essential skills work samples.
- Facilitate the transition from Oregon Assessment of Knowledge and Skills (OAKS) on-line assessments to the Smarter Balance Assessments in 2015-16.

**Curriculum Services
Teacher on Special Assignment,
Pre K -3 Literacy Coach 1 NEW**

English Language Learner TOSA/Coach will provide support and professional development through research-based practices to build teacher and leader capacity in English Language development & literacy development content and pedagogy to produce equitable and excellent outcomes for students English Language Programs. . They will develop and lead implementation of a the new Core Curriculum aligned to the Common Core Standards

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services

Partner with Component District Literacy Staff to develop professional development sessions that adhere to:

- Advertise and track meaningful staff development and training for teachers in best practices and strategies in language arts, reading, and ESOL and maintain a record of ESOL in-service records for teachers and administrators to verify compliance with district and DOE ESOL in-service requirements.
- Analyze student achievement data to determine curriculum and staff development needs in ESOL.
- Develop and provide resources for curriculum development and assessment to schools and teachers in order to improve student achievement in ESOL.
- Administer ESOL Program according to state statutes and federal mandates.
- Monitor instruction of ELLs and services of ESOL Resource teachers to comply with state statutes and federal mandates.
- Provide assistance and resources on best practices in instructional activities for teachers of ELLs.
- Prepare official district and state reports as appropriate and assist in the preparation of School Board meeting agenda.
- Maintain expertise in ESOL curriculum design and best practices through ongoing professional development, participation in professional organizations, and professional reading and research.
- Supervise and assist in ESOL student assessment to identify areas of strength and weakness in the curriculum.
- Assist in the interpretation, implementation, and administration of applicable district, state, and federal policies, laws, grants, and regulations and in organizational analysis and development.
- Provide appropriate information to the Superintendent, Assistant Superintendent, Director of Federal Programs, Director of ESE, Coordinator of Literacy or other personnel as requested.
- Provide own method of transportation, when required, to visit various sites.
- Maintain official records and files as required by applicable laws, policies, procedure and regulations and perform other incidental tasks consistent with the goals and objectives of this position.
- Maintain ELL data in the Student Information System and on the ESOL Department data base.

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- Meet DOE reporting requirements to ELL parents, schools, School Board and

teachers.

- Communicate with parents, teachers and administrators regarding requirements of the ESOL program, including in-service, student placement and other issues related to the education of ELLs.
- Facilitate the organization, planning and implementation of parent involvement activities twice a year
- Perform other tasks and/or responsibilities related to the ESOL program as assigned by the Coordinator of
- Building understanding of the common core standards and College and Career Literacies
- Increasing teacher and school site knowledge of the Response to Intervention Framework =
- Creating culturally responsive classrooms that value and build from students' funds of knowledge
- Creating learning experience that supports social emotional development and builds early literacy knowledge and skills.
- Creating learning experience that provides access and explicit language support to English Language Learners
- Understanding English Language Development as a content area and designing instruction to maximize this dedicated time

Provide on-site literacy support and coaching that adheres to the Oregon Literacy Framework that Includes:

- Conducting classroom observations & facilitating coaching sessions on a pre-arranged schedule; complete, give technical feedback and support.
- Implementing data decision making model to fidelity; support classroom teachers in ensuring accurate and timely reporting of student data using the data team process.
- Assisting with implementation of literacy assessments and provide coaching support for quality literacy instruction.
- Conducting literacy environment assessments using Early Language & Literacy Classroom Observation (ELLCO) tool; provide feedback to teaching team
- Regular consultation with meetings with Districts' Literacy coaches to support individual student progress
- Participating in special site visits to highlight and demonstrate effectiveness of the program model

Demonstrated Knowledge of:

- Adult learning theory
- Effective coaching techniques for adult learners
- Effective strategies, theories, techniques, and methods of professional development
- Response to Intervention Framework
- Using various forms of assessment to improve teaching practice and learning environments as it relates to literacy
- Effective pedagogy for culturally diverse Learners
- Effective pedagogy for English Learners and Standard English Learners including English Language Development and Mainstream English Language Development
- Common Core Standards
- District curriculum and school instructional programs Balanced Literacy (PreK-5)

(continued on next page)

Ability to:

- Design and deliver effective professional development
- Collaborate productively with others; demonstrate flexibility
- Analyze, interpret and effectively communicate data
- Build trusting relationships and motivate adults to transform their practice
- Work with diverse populations, school sites and conditions
- Address the needs of low-income, African American, Latino and/or English Learner communities

Curriculum Services Science Facilitator NEW

The MESD Science Facilitator will provide instructional support and coaching to component districts staff to support their use of data, provide analysis of school-wide trends in instruction and make recommendations about potential next steps for improvement. As an advisor to science teachers and principals, the Science Facilitator a) observes instructional delivery and provides feedback to enhance and support the development of science teacher's content area b) support science teachers in the design of units and lessons for the development of the CCSS -aligned curriculum c) analyze data in order to modify curriculum and forms of assessments to meet students' needs and d) working with academic staff in schools to develop instructional strategies and intervention programs for struggling students.

Funding Option(s): Resolution or contract

Fiscal Note:	\$70,248	Gross salary
	\$1,100	Travel
	\$1500	Technology
	\$1,000	Professional Development
	Total:	\$73,848

Description of Services:

- Observe science teachers and provide specific strategies for improved instructional delivery
- Work with science teachers, school leaders and regional leaders to create and improved aligned science curriculum resources
- Support science teachers by providing feedback on lessons and assessments that align with college readiness standards.
- Serve as an expert in national trends and best practices in science curriculum development and instructional strategies for historically underachieving students.
- Support the development of curriculum, using the backward design model and advising scope and sequence based on essential content knowledge that addresses state and national standards.
- Make recommendations on best practices for supporting curriculum alignment across all grade levels.
- Cultivate a standards-based, data and results-oriented culture.
- Work collaboratively with Multnomah East County STEM.

Curriculum Services Student Assessment Facilitator NEW

Student Assessment Services provides component districts access to research, evaluation, staff development and student performance monitoring services. Services include providing materials, scoring and producing reports for essential skills, performance assessments and work samples and providing broad-based assessment assistance in conjunction to the state's assessment program. Performance assessments in core areas may be developed on request to assist component districts' improvement plans, school profiles and support school improvement efforts.

Funding Option(s):		Resolution or contract
Fiscal Note:	\$70,248	Gross salary
	\$1,100	Travel
	\$1500	Technology
	\$1,000	Professional Development
	Total:	\$73,848

Description of Services:

- Maintain needed expertise to establish regional support systems and train school staff in test administration, scoring and interpretation of state, interim and formative assessments.
- Facilitate the implementation of the SBAC interim assessments and the productive use of the SBAC Digital Library .
- Provide technical assistance, training, and support for the schools' utilization of Smarter Balance, the state's on-line testing system as well as paper-pencil assessments.
- Support for all testing instruments that are part of the Oregon Statewide Assessment.
- Organize and conduct regional scoring for district determined formative and interim assessments.
- Manage the secured essential skills work sample collection and ensure appropriate compliance with ODE assessment requirements.
- Facilitate external scoring options for both English and non-English work samples for component and regional districts.

Helensview

(This description includes all students who have been identified as students within the programs called RISE, Turnaround, or Trellis. These program categories no longer exist as all students at Helensview receive the same services regardless of their program label.)

Helensview School specializes in providing educational, support services and post-secondary transition services for youth, aged 11-21, who have not been successful in other conventional and/or alternative school settings. Helensview serves those youth who are at-risk for dropping out, have already dropped out, or have been expelled. Students that attend Helensview may be challenged by a host of barriers that have previously made school attendance and success difficult. These challenges may include behavioral/anger issues, mental health issues, learning difficulties, credit deficiencies, and involvement in the adult or juvenile justice system, gang issues, homelessness or a student may just simply possess a general lack of motivation to attend school. 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
- Dual credit opportunities
- 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

***Helensview
(continued)***

Description of Services (continued):

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

Statement of Positive Outcomes:

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



Helensview

Phoenix: Pregnant and Parenting Students

(The Phoenix label still exists to describe those students receiving the regular Helensview School services in addition to services for Pregnant and Parenting Students and on-site childcare.)

Helensview School specializes in providing educational, support services and post-secondary transition services for youth, aged 11-21, who have not been successful in other conventional and/or alternative school settings. Helensview serves those pregnant and parenting youth who are at-risk for dropping out, have already dropped out, or have been expelled. Students that attend Helensview may be challenged by a host of barriers that have previously made school attendance and success difficult. These challenges may include lack of childcare, behavioral/anger issues, mental health issues, learning difficulties, credit deficiencies, involvement in the adult or juvenile justice system, gang issues, homelessness, or a student may just simply possess a general lack of motivation to attend school. 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
 - Dual credit opportunities
 - Instruction in digital music and recording
 - Instruction in technology and computers
 - Hands-on trades instruction
 - Registered Nurse 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
- (continued on next page)*

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

Description of Services (continued):

- 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
- 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

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. **The school program ensures Special Education and English Second Other Language services are appropriately delivered to enrolled students.** 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 **high school** diploma
- Increased ability to continue education while held in custody
- Decrease in high school dropout rate
- **General Equivalency Diploma (GED) opportunities when appropriate**

Migrant Education Program

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

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

Funding Option(s): Federally Mandated – State Grant

Proposed Modification(s): No Proposed Modifications

Description of Services:

Migrant Students:

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

Migrant Families:

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

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

Description of Services (continued):

Component Districts:

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

Statement of Positive Outcomes:

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

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

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



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 a learning experience and addresses Oregon Science Standards (2014) 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:

- Includes 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 and addresses Oregon Science Standards (2014).
- 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

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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

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

Statement of Positive Outcomes:

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

Fifth Grade Offering Investigating Our World

Description of Services:

Cost per class includes:

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

Fifth Grade Academic Instruction:

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

High School Academic Instruction:

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

Special Needs and Inclusion Program:

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

Parent Participation:

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

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

(continued on next page)

OUTDOOR SCHOOLS
Fifth Grade Offering
Investigating Our World
(continued)

Statement of Positive Outcomes:

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

Fourth Grade Offering Oregon Trail Overnight

Description of Services:

Cost per class includes:

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

Fourth Grade Academic Instruction:

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

High School Academic Instruction:

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

Special Needs and Inclusion Program:

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

Parent Participation:

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

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

(continued on next page)

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

Statement of Positive Outcomes:

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

Third Grade Offering Wetlands and Waterways

Description of Services:

Cost per class includes:

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

Third Grade Academic Instruction:

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

High School Academic Instruction:

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

Special Needs and Inclusion Program:

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

Parent Participation:

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

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

(continued on next page)

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

Statement of Positive Outcomes:

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

Second Grade Offering Exploring Nature

Description of Services:

Cost per class includes:

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

Second Grade Academic Instruction:

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

High School Academic Instruction:

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

Special Needs and Inclusion Program:

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

Parent Participation:

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

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

(continued on next page)

OUTDOOR SCHOOLS
Second Grade Offering
Exploring Nature
(continued)

Statement of Positive Outcomes:

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

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

Description of Services:

Cost per district includes:

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

Seventh Grade Academic Instruction:

- Student to instructor ratio is small (1 adult to 8 students). When high school Student Leaders are included in calculating student ratios, the ratio changes (1 adult to 3 students) with classroom teachers on site for all instructional times. Classroom teachers, present throughout the experience and provide joint supervision of students in cooperation with Outdoor School staff.
- Social Studies and Science instruction is aligned with and addresses Oregon Standards.
- 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

Student Assessment Services (SAS)

Student Assessment Services (SAS) provides component districts access to research, evaluation, staff development and student performance monitoring services. Services include providing materials, scoring and producing reports for essential skills, performance assessments and work samples and providing broad-based assessment assistance in conjunction with the state's assessment program. Performance-based assessment in several areas may be developed on request 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 implementation of the Smarter Balance Assessments scheduled for 2014-15.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Maintain needed expertise to establish regional support systems and train school staff in test administration, scoring and interpretation of state, interim and formative assessments.
- SAS staff provides technical assistance, training and support for the schools' utilization of Smarter Balance, the state's on-line testing system, as well as traditional paper/pencil assessments.
- Variety of trainings/workshops are available that are associated with general assessment practices in addition to Oregon's assessment procedures.
- Support for all testing instruments that are part of the Oregon Statewide Assessment.

Statement of Positive Outcomes:

- 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 assessment procedures.
- Access to technical assistance, training and support for participation in state assessments.
- Training and support to address the expanded assessment procedures and modifications and to provide support for the development of local alternative options to Smarter Balance.

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 JDEP/YCEP

The Donald E Long Program is located at Multnomah County Juvenile Justice Complex. 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 Common Core State Standards for language arts, social studies, and mathematics using teacher directed activities, state adopted textbooks, Compass Learning® Online Education, and supplemental materials. The school program ensures Special Education and English Second Other Language services are appropriately delivered to enrolled students. The goal is to provide as many opportunities as possible to earn identified credits in the content areas needed to be successful in both school and life. The Donald E. Long Program served 1,336 students in the 2013-14 school year.

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 Common Core State Standards (CCSS) for language arts, social studies, science, 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 Common Core State Standards (CCSS) for language arts, social studies, science, 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 Common Core State Standards for language arts, social studies, and mathematics using teacher directed activities, state adopted textbooks, Compass Learning® Online Education, and supplemental materials. The school program ensures Special Education and English Second Other Language services are appropriately delivered to enrolled students. The goal is to provide as many opportunities as possible to earn identified credits in the content areas needed to be successful in both school and life. The Yamhill Detention Program served 423 students in the 2013-14 school year.

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
- Fast Math and Fraction Nation is the implementation phase providing foundation math skills so students can be successful in Algebra courses and beyond.
- General Equivalency Diploma (GED) opportunities when appropriate.

Donald E. Long **Assessment & Evaluation Program (A&E)**

Donald E. Long (DEL) operates a resolution service between Portland Public Schools and MESD. Staff emphasize academic work in the Common Core State Standards for language arts, social studies, and mathematics using teacher directed activities, state adopted textbooks, Compass Learning® Online Education, and supplemental materials. The school program ensures Special Education and English Second Other Language services are appropriately delivered to enrolled students. The program is located at the Multnomah County Juvenile Justice Complex. 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 both school and life.

Funding Option(s): Contract

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 and work/portfolio assessment as necessary to show essential skills.

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.
- Fast Math and Fraction Nation is in the implementation phase providing foundation math skills so students can be successful in Algebra courses and beyond.
- General Equivalency Diploma (GED) opportunities when Appropriate.

**Department of Special
Education Services**

Arata Creek Social Emotional Skills Program

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

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

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

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

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

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

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

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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 Common Core State Standards
- Educational planning meetings by an IEP team with the component district
- English Language Learner services consisting of (evaluating ELL students, providing English Language Development (ELD) instruction and administering the ELPA assessment)
- Re-evaluations for triennial eligibility reviews
- Visitations and program explanation for component district personnel and parents
- On-site nursing services
- On-site speech-language services
- On-site occupational therapy services
- Entire school staff trained in non-violent crisis intervention by a certified trainer of the Crisis Prevention Institute
- Community based instruction opportunities are provided using 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
- Positive Behavior Intervention System systematically used throughout the school
- Social skills training taught daily in each classroom
- Weekly music instruction provided for each classroom

Statement of Positive Outcomes:

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

Arata Creek Independent Living Skills Program NEW

This Arata Creek School program consists of one adult staff member for every two students. The purpose of the program is to provide academic, behavioral and living skill support to students in grades 7-12 who are currently in the 50-70 standard score range for cognitive development. While not a 1:1 support for students, this classroom provides a higher level of staff support for students with limited cognitive ability to problem solve behavioral challenges, who still display the emotional and mental challenges of other Arata Creek students.

In addition to behavioral and academic support, this classroom would spend at least two days per week in community-based instruction where students will practice independent living/job skills that will help them in their transition to post-secondary experiences.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

<p>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</p> <p>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</p> <p>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)</p> <p>Coordination/consultation with other governmental, community mental health and medical agencies involved in planning for students and families</p> <p>Parent support</p> <p>Small group or individual instruction according to each student's IEP and Common Core State Standards</p> <p>Educational planning meetings by an IEP team with the component district</p> <p>English Language Learner services consisting of (evaluating ELL students, providing English Language Development (ELD) instruction and administering the ELPA assessment)</p> <p>Re-evaluations for triennial eligibility reviews</p> <p>Visitations and program explanation for component district personnel and parents</p> <p>On-site nursing services</p> <p>On-site speech-language services</p> <p>On-site occupational therapy services</p> <p>Entire school staff trained in non-violent crisis intervention by a certified trainer of the Crisis Prevention Institute</p> <p>Community based instruction opportunities are provided using a MESD owned activity vehicle and trained drivers</p> <p>Administration of all required state assessments</p> <p>Weekly classroom team planning</p> <p>Reporting to community agencies as requested or required</p> <p>Accommodation and modifications to the regular curriculum to meet student needs</p> <p>Supplies and materials for classrooms and staff</p> <p>Positive Behavior Intervention System systematically used throughout the school</p>

Social skills training taught daily in each classroom
Weekly music instruction provided for each classroom

Statement of Positive Outcomes:

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



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

Behavior and Instructional Consult Services NEW

Instructional Consultation provided by the Special Education Department would be at the request of a district/entity. Services may be provided within the regular classroom setting or in another educational setting. Before a district/entity chooses from the below menu of consultation services, a full day needs assessment will be provided at no cost.

SpEd Action Team Members:

Depending up on the requested service menu item, the following support staff would be available.

OT, PT, Speech, Behavior Consultant, Instructional Consultant

Costs dependent upon services rendered.

Funding Option(s): Resolution/and or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Classroom consultation (see examples)
 - a. Instructional support
 - b. Behavior management
 - c. Classroom set-up
- Student specific consultation & problem-solving
- Development of student behavior support plans (BSPs)
- Creating reinforcement schedules and systems
- Visual supports & functional communication systems
- Sensory integration and self-regulation strategies
- De-escalation & crisis management
- Classroom coaching for individual teachers or educational assistants.
Coaching may include a one-time consultation or multiple visits with staff.

Functional Living Skills (FLS) (K-Transition)

Functional Living Skills (FLS) program provides evidence based instructional practices in the areas of academics, communication, motor, adaptive, social emotional, medical health care, behavioral, and vocational training to students with significant disabilities. All staff has extensive training in the area of Autism. The FLS Program also provides positive behavior intervention services including Functional Behavioral Assessments and Behavior Intervention Plans for students, in accordance with IDEA and Individualized Education Plans (IEPs).

FLS is comprised of three different service 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 student ages, individual need, and number of students in need of services.

Service options include:

1. FLS K-12 including the FLS Transition Program
2. FLS Behavioral Health located at Arata Creek School
3. FLS Alternative Behavior Program located at Wheatley School

All students receive instruction that is directly connected with Common Core State Standards (CCSSs) and age appropriate core content; this includes the Transition Program, which has an emphasis on Oregon's focus on career readiness through Employment First.

FLS staff provides specially designed instruction, including IEP revision, completing three-year evaluations, data collection on IEP goals, documenting and monitoring progress, as well as reporting restraint/seclusion data to districts and to the state. Culturally responsive practices are imbedded into classroom instruction with IEP identified related services.

Staff is trained to provide intensive physical and or sensory management to support students throughout the school day. Staff is trained with Oregon approved positive de-escalation techniques and physical interventions.

Related services include assistive technology, speech/communication, occupational therapy, physical therapy, psychological assessment/evaluations, and behavior consultation.

Staffing:

Typically within the FLS Program staffing is one teacher and three assistants for a 9 student classroom population.

The FLS alternative behavior program staffs at a 1:1 ratio.

All determinations of additional services and or staffing must include the local education agency (LEA) representative and are based upon Individualized Education Program (IEP) and the IEP process under IDEA.

FLS Transition Program:

Transition students receive evidence-based instruction within the FLS post-secondary setting that is designed to support students (18-21) with functional, age appropriate academics and life skills in order to promote adult independence. Students are provided functional work experience in the classroom and in the community. Work experience is directly tied to IEPs and Person Centered Plans (PCPs).

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

Students have the opportunity to engage with agencies that supports students while in school or after they graduate out of the FLS Program, such as developmental disabilities and vocational rehabilitation services.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

Full day program

- Services are based on each student’s IEP.
- Specially designed instruction in communication, academics, motor, social skills, self-regulation, and personal management.
- Support of physical and medical health care needs, which may include tube feeding, positioning, sensory diet, and physical assistance to complete daily tasks throughout the day and across environments.
- Person Centered Planning services for students 18 through 21 years of age.
- Community experiences for high school and post-secondary students.
- Job training and school to work experiences for high school and post-secondary students
- Instruction to increase independent living skills based on the each student’s IEP.
- Consultants (instructional/behavioral) assist the classroom team in completing functional behavioral assessments, develop PBIS plans, implement and monitor the behavior of individual students and provide support caregivers and staff at IEP meetings as needed.
- FLS Staff write IEPs, review and revise then as mandated by both State and Federal Rules and Regulations.
- Complete triennial assessments for students and maintain all required paperwork, including, reports, and educational records to comply with all rules and regulations relating to special education.
- Provide related services, which may include speech, occupational therapy, physical therapy, health, and assistive technology as identified by the IEP team.
- MESD provides supervision of FLS program staff.
- Interpreters for IEP meetings and other necessary meetings that relate to the student’s program.
- Culturally responsive instruction.

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

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

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 receive evidence based on common core aligned curriculum and instruction.

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 typical staffing ratio is 1 teacher and 3 education assistants for 9 students.

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 focuses 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:

Full day program

- Services are based on each student's IEP.
- Staff provides specially designed instruction in basic academics, communication, socially appropriate behaviors and self-control across environments.
- Staff provides 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.
- 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 IEP and 3 year evaluations for students and maintain all required paperwork, including reports and educational records to comply with all rules and regulations relating to special education and IDEA.
- 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.
- Behavior incident reporting.

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

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

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 or other entity. Services are provided in a variety of models depending on student need. Students may be seen on a one-to-one, small group or full class basis. Services may be provided within the regular classroom setting or in another educational setting. Consultation and collaboration with the student's team is also an important part of service delivery. Services may be purchased between .2 and 1.0 FTE increments. Caseload sizes are variable based on service levels on student IEPs and the number of locations visited.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

Speech/Language Therapy Services:

Local District Speech Pathologist:

- Conduct formal and informal evaluations
- Write, review and revise IEPs as mandated by State and Federal Rules and Regulations
- Provide direct and indirect therapy based on each student's IEP
- Provide consultation services based in each student's IEP
- May offer technical assistance (professional development) at the request of the component district
- May attend IEP or 3 year re-evaluation

Occupational Therapy:

Local District Occupational Therapists:

- Conduct formal and informal evaluations
- Write, review and revise IEPs as mandated by State and Federal Rules and Regulations
- Provide direct and indirect therapy based on each student's IEP
- Provide consultation services based on each student's IEP
- May offer technical assistance (professional development) at the request of the component district
- May attend IEP or 3 year re-evaluation

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Related Services
Individually Purchased Option
(Continued)

Description of Services:

Physical Therapy Services:

Local District Physical Therapists:

- Conduct formal and informal evaluations
- Write, review and revise IEPs as mandated by State and Federal Rules and Regulations
- Provide direct and indirect therapy based in each student's IEP
- Provide consultation services based on each student's IEP
- Provide technical assistance (professional development) at the request of the component district
- May attend IEP or 3 year re-evaluation

Psychological Services:

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

Assistive Technology 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 in-service 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
Individually Purchased Option
(continued)***

Other Services:

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

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

- Requests for additional services/support; however service/supports may be available through a contract with MESD
- Long term loan of equipment. (more than 3 months)

Guidelines for responsibility of materials purchased:

Multnomah ESD Responsibility:

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

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

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

Statement of Positive Outcomes:

- Speech/Language Therapy, Occupational Therapy, Physical Therapy, and Psychological, and assistive technology 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 appropriate licensure to bill Medicaid.
- MESD provides compliance oversight for related services and supervision for related service providers.

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

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

Related Services Feeding Team Contract Services

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

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

Referred students will participate in this process once the issues of safety have been addressed. No student will receive oral feeding or therapy that requires oral feeding if it is deemed a potential health risk

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

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

Statement of Positive Outcomes:

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

Wheatley School (K-Transition)NEW

Wheatley School is an educational setting serving a variety of students with unique challenges. It is operated by Multnomah Education Service District with student's ages 5-21 identified with special education eligibilities.

The school's campus is one of the few across the nation to serve students experiencing multiple educational challenges and medical complexities. School staff are dedicated to providing opportunities for students to reach their maximum potential and develop independence.

The program provides evidence based functional and academic instruction to increase cognitive and social-emotional skills. Instruction is individualized, aligned to Common Core State Standards (CCSS), and based on a student's IEP. Services include basic academics, communication, socially appropriate behavior, self regulation strategies, and independent living skills. Students require a highly structured setting with a high staff to student ratio in order to achieve educational success.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Full day program.
- Services are based on each student.
- Staff provides specially designed instruction in functional and basic academics, communication, socially appropriate behaviors and self regulation across environments.
- Staff provides evidence based instruction to increase academic and independent living skills based on each student's IEP.
- Behavioral Consultant assists classroom teams in completing functional behavioral assessments and developing positive behavior support plans.
- 1:1 Staffing ratio.
- Instructional consultation to assist the classroom team in identifying Common Core State Standards that are tied to instructional strategies to support students. Consultant support is available at IEP meetings as needed.
- Staff write IEPs, complete 3 year re-evaluations, progress monitor, data collect, review and revise plans as needed, as per State and Federal Rules and Regulations under IDEA.
- Related services, may include, speech, occupational therapy, physical therapy, health, and assistive technology as identified by the IEP team.
- Culturally responsive instructional strategies.
- MESD provides Supervision for all Wheatley staff.
- Report behavior incidents according to state law.
- Interpreters for IEP meetings and other necessary meetings that relate to the student's program.

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

- 1:1 Nursing
- 2:1 educational assistants
- Transportation to and from school
- Bus assistants; however bus assistants may be contracted through MESD

Statement of Positive Outcomes:

- Students will experience an alternative educational environment that is specifically designed to meet their unique needs.
- Students will gain positive social skills increasing their opportunity to participate across school and community environments.
- Students will gain skills in academics, communication, and independent living.
- Students will make progress on their individual educational plan.
- Students receive academic instruction aligned to Common Core State Standards.

Wheatley School Abilities in Motion (AIM)NEW

The AIM program provides an educational opportunity for students identified with special education eligibilities with significant medical needs, which impact their ability to learn. Students benefit from an academic curricula and social skills program that are modified to accommodate their unique medical challenges. The program provides instruction to develop communication skills, adaptive behaviors and personal management skills that can be used within the classroom and community settings.

The program provides instruction to increase cognitive and social-emotional skills for student with specific medical needs. Services are individualized and based on a student's IEP.

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Instruction in basic functional academic skills
- Specially designed instruction per the IEP
- Socially appropriate behavior and self regulation strategies
- Independent living skills
- Staff provides feeding assistance (GI Tube), toileting, direct physical therapy and exercises with a nurse in the classroom to oversee medical supports

Statement of Positive Outcomes for Wheatley School:

- 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 functional academics, communication, and independent living
- Students will make progress on their individual educational plan (IEP)

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

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

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

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

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

Funding Option(s): **Contract**
Proposed Modification(s): **No Proposed Modifications**

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.

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Long Term Care and Treatment
(continued)

Description of Services (continued):

- Systematic planning with the component district and building staff for reintroducing graduating students (amount of service and duration of service is dependent upon individual student needs).
- Coordination/consultation with other governmental, community mental health and medical agencies involved in planning for students and families.
- Small group or individual instruction according to each student's IEP and Common Core State Standards.
- Educational planning meetings by an IEP team with the component district.
- Re-evaluations for triennial eligibility reviews.
- Annual IEP development, instruction, and facilitation.
- Visitations and program explanation for component district personnel and parent.
- 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.

Hospital 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, contract 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.

Oregon State Hospital, Portland Campus

- Serving patients age 18-21 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.

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***Hospital School Program
(continued)***

Description of Services (continued)

Shriners Hospital for Children

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

Statement of Positive Outcomes:

- Provided over 7500 hours of direct instruction to over 1200 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 in-service 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.
-

School Health Services

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 outreach staff. Enrollment specialists, in turn, contact families to enroll students eligible for free and low-cost health insurance programs.

Students (K – 12) who do not qualify for Cover Oregon (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 multilingual outreach eligibility specialists provide the primary contact point for the referral and triage of students and families.

Funding Option(s): Resolution (Referral through School Nurses, at no additional cost)
Contract – Funding provided by Kaiser and Multnomah County Health Department (in-kind)

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Provide stable and reliable point-of-contact for school staff to refer students who need comprehensive health coverage to support positive school performance
- Coordinate referral activities among school nurses, outreach workers, social service providers, schools and other community providers
- Conduct outreach clinics in addition to individual appointments with families
- Enroll students in appropriate health insurance programs and/or help them access needed medical services
- Coordinate referral and eligibility activities with the Health Insurance Exchange through the Cover Oregon portal

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

Statement of Positive Outcomes:

- Provide an outreach model of healthcare access in public schools
- Sustain an effective outreach partnership model to ensure access to health care for 100% of students and eligible family members
- Ensure timely and accurate documentation of current health plan by school staff in current electronic health record
- Help students and families understand how to utilize existing health plan to support self-advocacy and health promotion
- Students and families will demonstrate increased utilization of medical home for management of primary care and prevention, e.g., well-child visits, routine oral health, immunizations

Dental Services

The Department of School Health Services works collaboratively with Medical Teams International (MTI), Multnomah County Health Department (MCHD) and other dental partners in select, high-need schools to assist under-insured students with dental treatment for acute dental needs. Dental services are based on available community resources, student dental needs, and prioritization by the MESD School Nurse.

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modifications

Description of Services:

School nurses:

- Screen and refer for dental needs on an as-needed basis
- Assess eligibility based on need, acuity, dental insurance status
- Collaborate with schools to obtain parental notification, treatment consent and health history to access dental vans
- Provide post-treatment monitoring for students who access dental vans
- Coordinate and schedule dental vans through MTI, based on availability of vans and volunteer dental staff
- Refer to Creston Dental Clinic in PPS
- Assist families in navigating dental services within health plan

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

Statement of Positive Outcomes:

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

Health Education & Staff Development

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

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

Bloodborne Pathogens (BBP) Training:

- Initial training by a Registered Nurse provides in-person instruction to comply with OSHA regulations (ORS 654.025) 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
- Post exposure evaluation provided by SHS Nurse Consultant 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 only for classes conducted by MESD Registered Nurse trainers

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

Statement of Positive Outcomes:

- Ensure compliance with state regulations for health education and training
- Semi-annual training data reports are provided to component districts or building administrators for review of employee training
- Utilize evidence-based curricula
- "Communicable Disease Control Plan for School District Employees" assists districts in complying with OSHA requirements

- Increased skills and readiness for staff to respond to emergency events in the school community, provide safe medication administration, and protect themselves against an occupational BBP exposure

Hearing Screening

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

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

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

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

Statement of Positive Outcomes:

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

Vision Screening Team

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

Funding Option(s): Resolution (included with the purchase of school nurse services).

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Provide on-site vision screening in grades kindergarten (K), 1, 3, 5, 7 and referred students; hearing screening for students in K, and 1 in a time efficient, one-day process
- Results are entered into the student information system; parent notifications containing referral information are prepared for component district
- Students with abnormal screening outcomes are referred for follow up
- Nurses monitor and provide resources to students and families needing assistance

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

Statement of Positive Outcomes:

- Early identification and referral promotes optimal health for students and enhances the potential for educational success
- Minimize missed classroom time
- Meet mandatory screening requirements

Immunization

MESD/SHS and school districts collaborate to meet state-mandated immunization requirements for school attendance. SHS partners with school districts to monitor immunization status to protect students against vaccine-preventable diseases. SHS provides technical assistance and direction to district administration, school personnel and parents regarding Oregon immunization laws. (OAR 333-050-0010 – 0120; ORS 433.090-284).

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modification

Description of Services:

- Collaborate with districts to collect and enter student immunization data into student information system
- Research and evaluate student immunization records from other databases and registries to confirm student immunization status
- Prepare component district mailing of parent notification letters to advise families of non-compliance for vaccines required by law before mandated exclusion cycle in February
- School nurse ensures accuracy of reports, provides oversight and guidance.
- Prepare exclusion orders/reports/mailings per contract with Multnomah County Health Department
- Provide training to district staff relating to school responsibilities and management of immunization data.
- Provide telephone support and consultation for staff, school districts, families, health care providers and graduated students
- Provide up-to-date immunization information through outreach and education in multiple languages on the MESD/SHS web page
- Provide communication and support to districts in managing students' immunization status during a communicable disease outbreak
- Provide reports to school districts and county and state immunization programs, as outlined by administrative rule
- Ensure student information systems provide accurate immunization data and reports

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

Statement of Positive Outcomes:

- Minimize the number of students excluded from school due to incomplete or inaccurate documentation
- Support positive school attendance by minimizing school exclusions due to immunization non-compliance
- Increase the number of students receiving required immunizations through outreach and education
- Minimize frequency of vaccine-preventable outbreaks through outreach and education

School Nurse Services Registered Nurse

Registered nurses provide consultative and direct health services for all students, early childhood through 21 years of age during the school day. The school nurse promotes education and health outcomes through comprehensive, professional services that support and promote student safety and health. Services are prioritized to improve student health, attendance and participation in the educational process.

It is the position of the National Association of School Nurses that the registered professional school nurse is the leader in the school community to oversee school health policies and programs. The school nurse serves in a pivotal role to provide expertise and oversight for the provision of school health services and promotion of health education. Using clinical knowledge and judgment, the school nurse provides health care to students and staff, performs health screenings and coordinates referrals to the medical home or private healthcare provider. The school nurse serves as a liaison between school personnel, family, community and healthcare providers to advocate for health care and a healthy school environment (American Nurses Association & National Association of School Nurses [ANA & NASN], 2011).

Priorities are established in collaboration with the School Health Services Advisory Committee, and include:

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

Funding Option(s): Resolution

Proposed Modification(s): No Proposed Modification

Description of Services:

- Respond to life-threatening emergencies
- Develop emergency protocols and provide training to school staff to respond to serious health problems
- Participate in IEP and 504 development
- Participate on school committees related to health or safety
- Assess and report abuse and neglect
- Train school personnel in medication administration, including epinephrine and glucagon
- Investigate, consult and provide direction on 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
- Provide vision, hearing and dental screening by referral
- Conduct home visits when indicated
- Consult on environmental health and safety issues
- Facilitate and collaborate with support groups
- Provide health counseling and classroom presentations 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 to decrease student achievement gap
- 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: mind, body, spirit
- Decreased number of students involved in risky behaviors, e.g. drugs, alcohol, tobacco
- Increased capacity for emergency response
- Consultation provided by highly qualified nurses who specialize in population based health of students
- Compliant with state and federal requirements for support and special education services, accommodations, mandated training, and health education
- Early identification and referral for health problems
- Required delegations and teaching conducted to ensure maximum student participation
- Minimize impact of medical emergencies
- Decreased risks associated with communicable disease outbreak by timely and effective coordination with Oregon Health Authority and local public health authority
- Districts will meet or exceed recommendations and mandates of HB 2693
- Increased alignment with Oregon's Health Transformation Plan

School Nurse Services School Health Assistants

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

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): No Proposed Modification

Description of Services:

- Provide basic first aid and respond to school emergencies
- Administer medications according to state law and school policy
- Document services provided in SHS-approved documentation system
- Assist RN with vision and other health screenings; maintain and update student health records, collect immunization data for assessment by RN and process for or complete data entry
- Refer to RN students who require nursing assessment for acute or chronic health problems
- Perform nursing tasks as delegated or taught by the RN, per OSBN *Nurse Practice Act*

Statement of Positive Outcomes:

- Support the RN practicing at higher practice standard
- Decreased demands on school staff to address health-related issues
- Improved school safety
- Support positive attendance

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. Special Needs Nurses also augment and support nursing services provided by SHS school nurses, including training, consulting and participating in activities related to special education.

Funding Option(s): Resolution or Contract

Proposed Modification(s): No Proposed Modification

Description of Services:

- Provide consultation, training, technical assistance and health management for students with complex health conditions
- Provide care coordination with local health systems
- Conduct individual and classroom assessments and make recommendations regarding level of nursing service
- Work collaboratively with multi-disciplinary school teams: IEP, 504, feeding

Statement of Positive Outcomes:

- Compliant with IDEA, Section 504, and OCR authorized health requirements
- Ensure safety for students with chronic, complex health conditions while attending school
- Complete required nursing assessments for students with chronic, complex health conditions
- Districts will meet or exceed recommendations and mandates of HB 2693
- Students with chronic, complex health conditions attend school with their peers, having their individual nursing needs met
- Consultation provided by highly qualified nurses who specialize in care of students with chronic, complex health conditions

School Nurse Services Contracted Nurses

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

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modification

Description of Services:

School Nursing Services:

School Health Services provides comprehensive nursing services that support component districts by providing population-based health services to students.

1-1 Direct Student Nursing Care:

School Health Services provides licensed nursing services to students who have chronic, complex health conditions.

Classroom LPN Nursing:

School Health Services provides Licensed Practical Nursing (LPN) support to self-contained classrooms containing students who require a number of nursing interventions or oversight during the school day.

Special Program Nurse:

School Health Services provides registered nursing services for schools and community based sites with high numbers of students who have chronic, complex health conditions.

Special Needs Nurse:

Registered Nurses with expertise in management of students with complex, chronic health needs in the school setting. Special Needs Nurses also augment and support nursing services provided by SHS school nurses, including training, consulting and participating in activities related to special education.

Statement of Positive Outcomes:

- Students with chronic, complex health conditions attend school with their peers
- Compliant with IDEA, Section 504, and OCR authorized health requirements
- Partnerships are developed among school staff, community health care providers, families and staff of long term care facilities
- Nursing consultation/service provided by highly qualified nurses who specialize in the care of students with chronic, complex health conditions

Department of Technology Services



Cascade Technology Alliance

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

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

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

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

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

Technology Services

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Application and Development Services

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

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

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

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

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

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

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

Data Warehouse Services - Level 2 – The data warehouse dashboard is a web-based application that overlies the data warehouse database. This allows users to view metrics measuring student achievement, attendance, behavior, and demographics, giving a powerful basis for making instructional decisions. For districts that purchase Level 1 services, Level 2 adds to the core warehouse service level with district access to Teacher and Administrative dashboards, Work Sample Module, Common Formative Assessment Module, participation on the Governance Committee, evolving development, online training videos and documents, and dashboard management.

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

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

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

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

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

District Office Services

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

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

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

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

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

School 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 (Pentamation) financial system and seamlessly posts payroll records and leave balances for subs and teacher. Training and technical support is provided by CTA.
- **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.

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:

- 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.

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.

Instructional Services

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.

Medicaid Billing Services School-Based Health Services

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

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

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

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

Funding Option(s): Contract

Proposed Modification(s): No Proposed Modifications

Description of Services:

- Develop and maintain the school-based Medicaid billing system in compliance with Oregon Medicaid policy and procedures requirements
- MESD Medicaid billing staff provide training and workshops
- 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

Administrative Support Services

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
- Wheatley 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

Employment Legal and Human Resource Services

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

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

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

Funding Option(s): Resolution and/or Contract

Proposed Modification(s): Modifications

Description of Services:

General Services:

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

Employment Law:

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

Human Resources:

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

(continued on next page)

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

Description of Services continued:

Management Training:

- Management/Leadership

Cost:

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

Statement of Positive Outcomes:

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

Procurement Card

Multnomah ESD (MESD) offers Procurement Card (PCard) services to other smaller Oregon ESD's and school districts that are currently ineligible for cards due to the small number of cards needed. It provides an opportunity for them to enjoy a more efficient purchasing process and potential cost savings. 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. Annual payments to MESD by Bank of America (for Oregon Consortium participation) offset the MESD's administrative costs.

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.

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

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): None

Description of Services:

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

Statement of Positive Outcomes:

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

Training and Management Coaching-NEW

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

Funding Option(s): Contract

Proposed Modification(s): New Program

Description of Services:

Effective Coaching:

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

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

Management Training:

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

Tools and Resources:

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

Statement of Positive Outcomes:

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