

Education Service District Annual Report to ODE for 2022-23

ORS 334.219 states that (1.) No later than October 1, of each year, the board of directors of an education service district shall produce an annual report related to the performance and the finances of the education service district for the previous school year. (2.) The board of directors of the education service district must (a) submit the report produced as required ...to (A) the component school districts of the ESD; and (B) ODE; (b) Make the report available...to the public at the administrative offices of the ESD and on the website for the ESD. (3) The annual report that is produced as required by this section must include:

NAME OF ESD: Multnomah Education Services District

SECTION A – SIZE OF ESD

COUNTY	DISTRICT	ADMw*
Multnomah	Centennial	6,864
	Corbett	1,227
	David Douglas	11,012
	Gresham Barlow	13,720
	Parkrose	3,489
	Portland Public	53,153

	Reynolds	12,768
	Riverdale	639
	TOTAL ADMw:	102,873

* 2022-23 ADMw estimate May 8, 2023

SECTION B—SERVICES CHART

- I. List of services provided in the Local Service Plan ONLY. If the ESD provides services other than those listed in the Local Service Plan, those services SHOULD NOT be included in the chart.
- II. Indicate which state Local Service Plan goal* (numbered 1 through 5 below), addressed next to each service.
- III. Use an X to indicate whether the service is offered to districts at no cost (using ESD dollars), OR if the service is offered on a contractual basis with districts.
- IV. Brief description of service
- V. Number of staff hours as an aggregate number only for each of the main four categories in the Local Service Plan: Special Education, Technology, Instruction and School Improvement, and Administration. You DO NOT need to break out staff hours by individual services within the main four categories.

*State Local Service Plan Goals

- 1) Assist component school districts in meeting the requirements of state and federal law;
- 2) Improve student learning;
- 3) Enhance the quality of instruction provided to students;
- 4) Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and
- 5) Maximize operational and fiscal efficiencies for component school districts.

Instructional Services

Service	State Goal Addressed (Numbers 1 – 5 above)	ESD Offers at No Cost	Contracted	Brief Description of Service	STAFF HOURS
Alternative Pathways	4	X		Alternative Pathways includes the TRiO Educational Talent Search program, grant funded through the U.S. Department of Education. Established with the passage of Title IV of the Higher Education Act of 1965, TRiO provides educational opportunities for low-income and first-generation students.	
Assessment and Evaluation Program	1,2,3,4		X	Educational services leading to a high school diploma or GED are provided to students currently in the Assessment and Evaluation Education Program, a behavioral rehabilitation services placement located inside of the Donald E. Long juvenile facility. Youth served are between ages 13-17 and require a staff-secured, out-of-home placement for assessment/ evaluation, stabilization and transition planning.	
Education Programs in Detention and Correctional Facilities	1,2,3,4	X		MESD provides educational programming inside of youth and adult detention and correctional facilities leading up to a high school diploma or	

				<p>GED. Services include credit attainment, training services, IEP services, and ELL services to students who are detained, awaiting trials, or hearings, or to students who have been incarcerated. These programs include:</p> <ul style="list-style-type: none"> • The Incarcerated Youth Program (IYP), which serves adults 18-21 years of age who are detained and have not earned a regular high school diploma or GED. This service is provided in accordance with OAR 581-015-2600. • The Juvenile Detention Education Program (JDEP), which serves youth up to the age of 18 who are detained, awaiting trials, or hearings inside a juvenile detention facility in accordance with OAR 581-015-2585. • The Youth Correctional Education Program (YCEP), which serves adjudicated youth up to the age of 25 who are housed in an Oregon Youth Authority facility in accordance with OAR 581-015-2585. Secondary and post-secondary programs, such as vocational education, college and dual credit enrollment, are offered at these locations. 	
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Transition Supports	1,2,3,4	X		MESD provides program transition supports and educational advocacy for youth while in and after leaving unique educational settings including hospitals, detention facilities, correctional facilities and long term care and treatment facilities.	
Helensview School	1,2,3,4		X	Helensview provides individualized instruction and specialized support services for youth ages 12-21 who have dropped out of school or who are experiencing chronic attendance or behavioral issues. Helensview students receive personalized academic support, social services and connection to post-secondary options. Supports include access to dual credit, career and technical education and on-site job training and certifications.	
Helensview Phoenix – Pregnant and Parenting Student Services	1,2,3,4		X	The Phoenix program at Helensview provides services to youth, ages 12-21 who are pregnant and/or parenting and identified as at-risk and require individualized programming, prenatal and parenting instruction. An on-site day care is provided to students.	
Helensview - Therapeutic Classroom	1,2,3,4		X	The Therapeutic classroom at Helensview provides individualized support to students identified for special education services who have mental health needs and require a small	

				staff-student ratio. Classrooms providing academic and behavioral instruction are available at both the middle school and high school level.	
Hospital School Program	1,2,3,4	X		The Hospital School Program provides educational services including credit attainment, IEP services, and ELL services to students in grades K- 21 years of age with medical, rehabilitation or mental health needs during the course of their hospitalization and/or ongoing treatment in accordance with ORS 343.261(2) and ORS 327.023(3). Youth in medical clinics, siblings and family members of hospitalized youth, may also receive instruction and support. The educational impact to hospitalized children is mitigated by receiving ongoing educational services, maintaining contact with their youth's attending districts, and by planning a reasonable and realistic transition back to school following hospitalization.	
Long Term Care and Treatment (LTCT)	1,2,3,4	X		The Long Term Care and Treatment (LTCT) program provides educational services including credit attainment, IEP services, and ELL services to students in grades K-12 residing in a Long Term Care and Treatment facility in accordance with OAR 581-015-2571. LTCT	

				locations include the Wynne Watts School program.	
College/ Career Readiness	1,2,4,5			The purpose of College/Career Readiness 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 as well as preparing them to enter post-secondary career training. The development of supports can include career and technical opportunities, college-level educational opportunities and/or drop-out prevention strategies.	
Homeschool Notification	1,2,3,4			Multnomah County parents electing to educate students at home in lieu of enrolling their student(s) in a regular comprehensive school must notify MESD, as required by ORS 339.035. MESD, as required by law, maintains a database with home school student directory information, requests test results from students as required under OAR 581-021-0026(5), submits reports to component districts to notify them of their home school population, and maintains a web page as a resource for parents and component districts to refer to regarding the laws pertaining to homeschooling.	

Migrant Education	2,3,4,5	X		The Migrant Education Program provides education services and support through grants with the U.S. Department of Education for migrant families and children between the ages of 3-21 years old who have moved within the last three years for work in agriculture. The program ensures such children receive full and appropriate opportunities to meet the same challenging academic standards that all children are expected to meet. Services and support center around four main components: school readiness, reading, math, and high school graduation. Support also extends to parent engagement and recruitment.	
Migrant Education School Readiness	2,3,4	X		Migrant Education School Readiness services apply to children 3-5 years old and provide learning opportunities for cognitive, social, emotional and motor skills development in English or Spanish, depending on the native language of the children. Home visits with preschool parents provide specialized training and materials to support their children's development and growth. Incoming kindergarten students participate in a summer transition class to prepare for entering school in the fall.	
Migrant Education Summer School	2,3,4	X		The Migrant Education Program provides a full-day supplemental summer extension for	

				incoming kindergarten through 12th grade migrant children and youth. Academic services focus on math and reading for students in kindergarten through 8th grade. Incoming and current secondary student services center on graduation and post-secondary college or career pathways through volunteer opportunities based within the school and community. Transportation and meals are provided for all students.	
Outdoor School and Companion Programs	2,3,4		X	Outdoor School is a residential environmental science program for sixth grade students and high school student leaders. Companion programs include the Fourth Grade Overnight and other customized programs for grades 2-12. Outdoor School special projects can include consultation services for schools or other organizations that seek to develop youth programming in the outdoors. Other projects could include professional development for youth programming in leadership, outdoor science and community building, and curriculum development that can include teaching kits for use in the outdoor setting.	
Regional School Improvement	2,3,4			School Improvement provides professional learning and technical support in the following areas that include: High School Diploma Requirements, Common Core Standards,	

				<p>Common Formative Assessment, and Secondary and Elementary Literacy & Math content area support by specialists. The High School Diploma initiative includes the development of alternative assessment and credit by proficiency assessments as well as facilitating the development of Reading, Writing and Math Work Samples to meet state required Essential Skills Assessments. Support is also provided for appropriate implementation of the Oregon State Summative Assessment. Additionally, School Improvement provides professional development and technical support in science/STEM. Services include instructional support and coaching for science teachers as well as facilitation in the implementation of Next Generation Science Standards (NGSS).</p>	
<p>Behavior and Instructional Consultation Services</p>	<p>1,2,3,4,5</p>		<p>X</p>	<p>Consultation from the Student Services and Instructional Services Departments is provided at the request of a district. Services may be provided within the regular classroom setting or in an alternative educational setting. There is a referral process that includes a needs assessment at no cost with further consultation and services provided as a fee for service. A contract agreement is created which includes a clear description of the services provided and fees. The team may include an administrator,</p>	

				<p>teacher, speech pathologist, school psychologist, occupational therapist, nurse and/or a behavior consultant.</p> <p>Professional Learning supports rooted in social-emotional learning and trauma sensitive practices may be provided to assist with behavioral strategies, collaborative problem solving, restorative justice strategies, culturally responsive practices, compassion fatigue and vicarious trauma awareness.</p>	
Curriculum Services	1,2,3,4		X	<p>MESD provides support related to curriculum selection, implementation and on-going assistance. This includes aiding the Oregon Department of Education in providing districts the opportunity to review Curriculum Adoption materials and to provide professional learning (as needed) related to the Adoption. Additionally, MESD supports the implementation of programs such as the “Classroom Law Project”, which brings law-related educational programs into Oregon schools.</p>	
Instruction Services Special Project	1,2,3,4		X	<p>MESD Instruction Services has considerable expertise in developing and strengthening instructional programs. Instruction Services special projects could include consultation, management or coordination of projects that</p>	

				seek to develop/strengthen instructional programs, such as mentoring and grant application/implementation. Additional projects could include curriculum and instruction development, supports to promote regular attendance/reducing chronic absenteeism, and coaching. These projects could be at a local school district level, county level or state level.	
Student Assessment Services – Special Projects	2,3,4		X	Student Assessment Services provides data collections support, technical assistance, support and training on assessment procedures and administration of the score sites; and provides help desk support, technical assistance and training to school districts participating in the state’s on-line English Language Proficiency Assessment. In addition, Student Assessment Services provides the development and support of Essential Skills work samples in reading, writing and mathematics, as well as training in how to assess/score the work samples. Reading, writing and mathematics Essential Skills Assessments are provided in native languages.	
Regional Equity Professional Development	1,2,3,4		X	MESD may hire staff or contract with specialists to provide leadership, planning, and professional development and learning.	

				This support will be based in equity, and culturally responsive and culturally sustaining practices and instruction. This could also include managing and coordinating regional equity work. These projects could be at a local school district level, county level or state level.	
Regional Education Network Support/EAC Support	1,2,3,4	X		The Regional Educational Network (REN) is a statewide initiative to support the growth and development of educators across the career continuum. MESD provides support and facilitation for the development and sustaining of networked improvement communities, professional development and prioritized initiatives.	
Student Success Act Supports	1,2,3,4,5	X		MESD provides support and technical assistance to districts in navigating the requirements of the 2019 Student Success Act (SSA), applying for Student Investment Account funds, and SSA program planning and implementation. Supports include regional convenings/work groups, 1:1 district supports, coordinating partnerships with community based organizations, prioritization of work and professional development in identified areas.	
School Improvement/Instructional Services – TOTAL STAFF HOURS					97,423

Special Education Services

Service	State Goal Addressed <i>(Numbers 1 – 5 above)</i>	ESD Offers at No Cost	Contracted	Brief Description of Service	STAFF HOURS
Abilities in Motion (AIM)	1, 2, 3, 5		X	Wheatley (ages 5 - 21) The AIM program provides an educational opportunity for special education students with significant medical needs which impact their ability to learn. Students benefit from an academic curricula and social skills program that are modified to accommodate their unique medical challenges. The program provides instruction to develop communication skills, adaptive behaviors and personal management skills that can be utilized within the classroom and community settings. Services are Individualized and based on a student's IEP.	
Social Emotional Skills, Behavioral Health, Therapeutic	1, 2, 3, 4, 5		X	<ul style="list-style-type: none"> Arata Creek, Burlingame Creek, Knott Creek and 	

<p>classrooms and Evaluation/Stabilization programs</p>				<p>Schools (SESP) (Kindergarten-12th)</p> <ul style="list-style-type: none"> ● Transition Program (ages 18-21) ● Arata Creek, Burlingame Creek and Knott Creek Behavioral Health (Kindergarten -12th grade) ● Knott Therapeutic classrooms (Kindergarten-5th grade) ● Evaluation/Stabilization Classrooms at Knott Creek (Kindergarten - 6th grade) <p>The SESP program is designed for students with an individualized Education Plan (IEP) from Kindergarten to 21 years of age to provide structural social skills training, behavioral intervention and evidence-based academic instruction to students who are not being successful in the general education setting. This program provides mental health and behavioral consultative services within a small classroom setting</p>	
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				(lower teacher: student ratio) for students needing additional therapeutic support. Additionally, the Transition classroom ages 18-21, offers job training and support for students as they begin post-secondary work experiences. Instruction focuses on functional applied academics, community and classroom instruction to prepare students for adult life. The Behavioral Health program serves students Kindergarten-12th grade with significant behavioral challenges and lower cognitive capabilities. All students benefit from an academic curriculum and a social skills program that is modified to meet their cognitive and social emotional abilities. This classroom has a high staff to low student ratio based on data and demonstrated need to ensure success.	
Therapeutic and Evaluation/	1, 2, 3, 4, 5		X	The therapeutic classrooms and evaluation/stabilization classrooms are designed for elementary students from a general education	

Stabilization Classrooms				<p>setting exhibiting significant behavioral and/or mental health concerns. Evaluation/stabilization classrooms are designed for students on a 45 day alternative placement setting with the district continuing potential evaluation procedures. It allows students within a small classroom setting with high staff ratio to participate in a safe, structured environment while the component district determines next steps in support of the student. Collaborative Problem-solving practices, culturally responsive Positive Behavioral Supports and Trauma sensitive practices are embedded in the training for staff and students.</p>	
Behavior and Instructional Consultation Services	1, 2, 3, 4, 5		X	<p>Consultation from the Student Services Department is provided at the request of a district. Services may be provided within the regular classroom setting or in an alternative educational setting. There is a referral process that includes a needs assessment at no cost with further consultation and</p>	

				<p>services provided as a fee for service. A contract agreement is created which includes a clear description of the services provided and fees. The team may include an administrator, teacher, speech pathologist, occupational therapist, school psychologist and a behavior consultant.</p>	
<p>Feeding Team Contract Services</p>	<p>1, 2, 3, 4, 5</p>		<p>X</p>	<p>The MESD feeding team provides assessment and training for safe feeding within the school and classroom environment. The feeding team assesses the following considerations while assessing students: positioning, medical history, nursing needs and safe feeding for students who present difficulties with oral feeding to avoid choking or aspiration. The feeding team provides safe eating protocols and consultation to districts on mealtime procedures at their request. The district completes a referral to the MESD to begin the assessment process. The MESD feeding team includes a speech language pathologist and an</p>	

				occupational therapist. On certain protocol training, a nurse may also be required. The Feeding Contract includes staff cost, mileage to and from sites, time spent in assessment, writing protocols and meeting with staff (consultation and training to feed the student safely).	
Functional Living Skills Program (ages 5-18):	1, 2, 3, 4, 5		X	The Functional Living Skills (FLS) Program provides evidence-based instructional practices in the areas of academics, communication, motor, adaptive, social emotional, medical, health care, behavioral and vocational training to students with significant disabilities. Staff has extensive training in the area of Autism. The FLS program provides positive behavior intervention services including Functional Behavioral Assessments (FBAs) and Positive Behavior Support Plans (PBSPs) for students, in accordance with the Individuals with Disabilities Education Act (IDEA) and Individualized Education Plans (IEPs). The curriculum used in all classrooms aligns with the	

				<p>Common Core. Services are provided in component school districts in order to provide the least restrictive environment (LRE) as possible. Extended School Year services are available for those students that qualify and approval is provided by the local school district. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.</p>	
<p>Functional Living Skills Transition Program (ages 18-21)</p>	<p>1, 2, 3, 4, 5</p>		<p>X</p>	<p>The Functional Living Skills Transition Program provides post-secondary instruction for students aged 18-21 that have exited high school and their Individualized Education Plan (IEP) identifies the need for significant post high school supports (academic, behavioral and or medical). The curriculum is focused upon functional applied academics, community and classroom instruction and for preparing students for adult life. Students have the opportunity to access a variety of work experiences in the</p>	

				<p>local community and develop leisure and independent living skills. The curriculum used in all classrooms aligns with the Common Core. Transition has a high staff to student ratio. Extended School Year services are available for those students that qualify and approval is provided by the local school district. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.</p>	
<p>High School/Middle School Therapeutic Classroom</p>	<p>1, 2, 3, 4, 5</p>		<p>X</p>	<p>These special education classrooms are located on the Helensview School campus for students 6th grade through 12th grade with intensive mental health needs. The therapeutic program provides academic instruction, behavioral intervention and social skills training, coupled with a mental health focus. The Therapeutic Classrooms are for placement by local school districts through resolution/contracts. This program has a low student/high staff ratio and includes a behavior coach and</p>	

				mental health therapist as well as a special education teacher and education assistants.	
Functional Living Skills (Alternative) (Ages K-12) Wheatley School	1, 2, 3, 4, 5		X	(Functional Living Skills Alt) at Wheatley School is a self-contained school for students needing an intensive Functional Life Skills (FLS) educational setting due to the impact of disability which directly affects cognition, communication and behavior. The curriculum used in all classrooms aligns with the Common Core. Additional support services focus on building communications skills, motor and sensory skills so students feel compelled to use behavior less as a communication medium. Wheatley is staffed with a high staff to student ratio (1:1 or 2:1). Students also receive the benefit of a full-time nurse. Extended School Year services are available to those students that qualify. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.	

<p><i>Individually purchased option. Related Services:</i></p>	<p>1, 2, 3, 4, 5</p>		<p>X</p>	<p>Speech/Language Pathologists, Occupational Therapists, Physical Therapists, Psychologists, Behavior Consultants, Educational Assistants, English Language Learning Teachers, Assistive Technologists, and Transition Specialists.</p> <p>Related Services provides direct and/or consultation services according to student IEP needs. Services may be provided at a minimum of .2 FTE increments. Caseloads are varied depending upon IEPs and locations.</p>	
<p><i>Individually purchased option. Related Services: Assistive Technology</i></p>	<p>1, 2, 3, 4, 5</p>		<p>X</p>	<p>Assistive Technology:</p> <ul style="list-style-type: none"> ● Conduct systematic assessment of student's AT needs ● Provide assistance in IEP development ● Provide consultation and technical assistance to district teams ● Training and in-service at district request 	

<p><i>Individually purchased option. Related Services: Speech/Language Pathology</i></p>	<p>1, 2, 3, 4, 5</p>		<p>X</p>	<p>Speech/Language Pathology:</p> <ul style="list-style-type: none"> ● 1:1 therapy ● Conduct formal or informal evaluations ● Write, review and revise IEPs as mandated by IDEA, State and Federal rules ● Provide direct or indirect therapy ● Consultation services (IEP driven) ● Technical assistance (professional development) ● Attend IEP or three year re-evaluation meetings 	
<p><i>Individually purchased option. Related Services: Occupational Therapy</i></p>	<p>1, 2, 3, 4, 5</p>		<p>X</p>	<p>Occupational Therapy:</p> <ul style="list-style-type: none"> ● Conduct formal and informal evaluations ● Write, review and revise IEPs as mandated by IDEA, state and federal rules ● Provide direct or indirect therapy ● Consultation services (IEP) driven ● Technical assistance (professional development) 	

				<ul style="list-style-type: none"> ● Attend IEP or three year re-evaluation meetings 	
Individually purchased option. Related Services: Physical Therapy	1, 2, 3, 4, 5		X	Physical Therapy: <ul style="list-style-type: none"> ● Conduct formal and informal evaluations ● Write, review and revise IEPs as mandated by IDEA, state and federal rules ● Provide direct or indirect therapy ● Consultation services (IEP) driven ● Technical assistance (professional development) ● Attend IEP or three year re-evaluation meetings 	
Individually purchased option. Related Services: Psychological Services	1, 2, 3, 4, 5		X	Psychological Services: <ul style="list-style-type: none"> ● Conduct evaluations for: intelligence, adaptive behavior, social/emotional, formal and informal observations, and traumatic brain injury ● Participate as a member of the evaluation team for Autism Spectrum Disorder or upon the 	

				<p>request of the team for other eligibilities</p> <ul style="list-style-type: none"> ● Provide support to write, review and revise IEPs as mandated by state and federal rules and regulations ● Provide consultation services based on each student's IEP ● Attend IEP or three year re-evaluation meetings ● Technical assistance (professional development) ● Provide counseling services to individuals and/or small groups ● Provide in-service trainings to districts <p><i>*Included in the cost of this service option are travel, supplies, materials and technology (computer needs) for staff</i></p>	
<p>Individually purchased option. Related Services: Behavior Consultant</p>	1, 2, 3, 4, 5		X	<p>Behavior Consultant:</p> <ul style="list-style-type: none"> ● Observe and collect student data regarding behavior ● Provides support to classrooms collecting functional behavior assessment data 	

				<ul style="list-style-type: none"> ● Develop behavior support plan and reinforcement packages ● Train and support staff with Positive Behavior Support strategies ● Attends team meeting to brainstorm strategies and success in the classrooms ● Provide behavioral recommendations 	
<i>Individually purchased option. Related Services: Educational Assistants</i>	1, 2, 3, 4, 5		X	Educational Assistant Services may be provided in the regular classroom setting or in another educational setting. Services may be purchased in .875 FTE increments.	
<i>Individually purchased option. Related Services: Transition Specialist</i>	1, 2, 3, 4, 5		X	This is a classified staff member with a background in behavior trained to work within districts for students transitioning from one program/school to another. The focus as a transition specialist is for a smooth crossover in placement with appropriate support for the student to be successful in the new school environment.	

Individually purchased option. Related Services: District Classroom Interventionist	1, 2, 3, 4, 5		X	Licensed special education behavioral specialists purchased in .2 FTE minimum slots for working with classroom staff and/or students within the classroom to support strategies and provide consultation services to the teacher for student success. The goal of this position is to keep and maintain students in the least restrictive placement possible by supporting environmental changes and student specific needs.	
Special Education Services - TOTAL STAFF HOURS					311,487

School Health Services

Service	State Goal Addressed <i>(Numbers 1 – 5 above)</i>	ESD Offers at No Cost	Contracted	Brief Description of Service	STAFF HOURS <i>You are only required to include the <u>total number of hours</u> at</i>
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*end of each of the
main four categories.*

<p>Contracted Health Education Services</p>	<p>1, 2, 3, 4, 5</p>		<p>X</p>	<p>MESD SHS provides instruction and support to component districts and independent schools to provide instruction and support to help meet state and national mandates for required health and safety training, and to consult with employees after occupational exposures to bloodborne pathogens. Health education training can include:</p> <ul style="list-style-type: none"> ● Medication Administration ● Severe Allergic Reaction (with epinephrine administration) ● Glucagon Administration ● First Aid/CPR AED training ● Adrenal Insufficiency/Crisis training ● Oregon Occupational Safety and Health Administration (OSHA) required Bloodborne Pathogen Training, including management of post-exposure evaluation and follow-up. 	
<p>Contracted Nursing Services including</p>	<p>1, 2, 3, 4, 5</p>		<p>X</p>	<p>School districts may contract with MESD for additional nursing</p>	

Direct One-to-One Nursing				services for schools and unique programs, or direct one-to-one services for students with complex health conditions or identified as medically fragile. Contracted nursing is for a minimum of 21 hours per week. Training, orientation, oversight and supervision provided by the MESD.	
Vision Screening Team	1, 2, 3, 4, 5		X	The MESD screening team assists component districts in meeting the requirements of OAR 581-022-2220 by screening student vision (in grades K, 1, and 3). Students needing additional testing are referred to community health providers. MESD School Health Services may have funding or resources to help reduce costs for students needing prescription glasses (OAR 581-022-2220). Training, orientation, oversight and supervision provided by the MESD.	
Hearing Screening Team	1, 2, 3, 4, 5		X	The Hearing Program provides state-mandated screening to grades K and 1, identifying students with hearing loss. Other school-	

				aged students referred for screening, as well as those in K-1 requiring follow up are evaluated by the department's licensed audiologist who conducts a comprehensive exam and makes referrals as indicated. This supports student engagement and success in the classroom (OAR 581-022-0705), identifying students with hearing loss. Training, orientation, oversight and supervision provided by the MESD.	
Immunization Program	1, 2, 3, 4, 5		X	Immunizations promote wellness by protecting all students and school staff against vaccine-preventable diseases. Under contract with Multnomah County Health Department (MCHD), School Health Services (SHS) assists school districts with immunization management to meet state requirements for school attendance. Services include records review, data entry, family notification, state reporting, preparation of exclusion letters, and data analysis and reporting (ORS 433.267). Training,	

				orientation, oversight and supervision is provided by SHS. Monitoring records minimizes the number of students excluded due to non-compliance, and maximizes student attendance and learning time. Nurses, together with the immunization team, assist families to navigate the health system to access resources for required vaccines.	
School Nursing:	1, 2, 3, 4, 5		X	School nursing services provide mandated health services during the regular school day, promote wellness, and assist students to achieve optimal educational experiences. Nursing services are dependent on total caseload size and may include direct health services to ill and injured students, management of acute and chronic illnesses, surveillance and follow up of communicable disease, and consultation to districts based on current evidence based research and best practice. Nurses are a liaison between home, school, and community health care providers;	

				they promote safety, assess growth and development, and contribute to mental, emotional, and physical well-being. Training, orientation, oversight, and supervision is provided by the MESD. By July 1, 2020, ORS 336.201 recommends one registered nurse for every 750 students.	
School Health Assistants (SHA)	1, 2, 3, 4, 5		X	MESD School Health Assistants (SHAs) are non-licensed personnel who provide illness and injury management for students, with oversight from an RN. SHAs perform delegated nursing tasks as trained by the RN and may be the first point of contact for health services in the health room. The MESD RN/SHA team is no more than one RN to five SHAs. Training, orientation, oversight, and supervision is provided by the MESD.	
School Nurse Consultant	1,2,3,4,5		X	The Nurse Consultant functions as a liaison between School Health Services staff, district personnel, and County and State Health	

				<p>Departments. The Nurse Consultant provides investigation, reporting, and collaboration with county health departments in events related to reportable and communicable diseases. The Nurse Consultant provides management of staff body fluid and blood borne pathogen exposures, including consultation and follow up. Training, orientation, oversight, and supervision is provided by the MESD.</p>	
<p>Complex Needs Nursing (CNN)</p>	<p>1,2,3,4,5</p>		<p>X</p>	<p>Complex Needs Nurses (CNN) are registered nurses with expertise in the management of students with complex, chronic health needs in the school setting. CNNs augment MESD school nurse services by providing training, consultation and support for medically fragile, medically complex, and nursing-dependent students, as defined in ORS 336.201.</p> <p>The CNN may provide initial training and develop an</p>	

				individualized health plan until the health condition is stabilized, and then transition management to the school nurse. CNNs participate in multi-disciplinary planning and placement meetings, IEP development. Training, orientation, oversight, and supervision is provided by the MESD.	
Nurse-School Health Services Consultation	1,2,3,4,5		X	For both resolution and non-resolution schools or programs, MESD SHS may provide limited professional nursing consultation on a case by case or limited duration contract. Services may include assessment of complex health conditions, recommendations for required nursing services, assessment and evaluation of existing health services, delegations, training, and care coordination with families, schools and health care providers. Professional consultation and recommendations are based on current evidence based research and best practice. Training,	

				orientation, oversight and supervision is provided by the MESD.	
School Health Services - TOTAL STAFF HOURS					<i>235,181</i>

Technology Services

Service	State Goal Addressed	ESD Offers at No Cost	Contracted	Brief Description of Service	STAFF HOURS
<u>Application and Development Services:</u>					
Business Systems Support	1,2,3,5		X	MESD provides an extensive and integrated administrative financial and human resource system including hundreds of customized reports specifically for use in public schools.	
Student Information Services	2,3,4,5		X	Student Services provides comprehensive computer applications for student accounting and data management. The Synergy application offers access for administrators, teachers, professional staff, students and parents to engage in the instructional process.	
ORMED	5		X	MESD developed a Medicaid Fee For Service billing application to allow School Districts to submit	

				claims to the State for Medicaid reimbursement. The most common disciplines that provide Medicaid eligible services to students are Speech Pathologists (SLP's), Occupational Therapists (OT's), Physical Therapists (PT's) and Nurses.	
Medicaid Operational Services	1,4,5		X	Improve Medicaid program efficiencies, provide data analysis, and help increase Medicaid Reimbursement by identifying additional Medicaid dollars that may be left on the table by districts.	
<u>Infrastructure Services:</u>					
Internet Connectivity	1,2,3,4,5		X	MESD provides Internet Service Provision (ISP) service out of the Pittock Block for districts and agencies through a shared meet-me point. This includes redundant connections to multiple ISPs.	
Network Services	1,2,3,4,5		X	Wide area data networking support is provided in the form of communication lines, router	

				maintenance, network management and connection to the Internet.	
Engineering Support & On-Site Help Desk Support	1,2,3,4,5		X	Experienced technical support and engineering staff provide high level technical support to District IT staff and for District's infrastructure needs.	
Security Services				Cybersecurity expertise, guidance, and engineering to support both proactive and reactive responses to evolving cybersecurity threats.	
<u>Instructional Services:</u>					
Follett Destiny Library and Textbook Management	1,5		X	Destiny is a fully functional, internet-based library and textbook management system designed specifically to support K-12 education. CTA provides Destiny services to MESD and its component districts.	
<u>Other Regional Services:</u>	1,5		X	The MESD provides general administrative support services to Districts upon request.	
Technology – TOTAL STAFF HOURS					33,995

Administrative Services

Service	State Goal Addressed <i>(Numbers 1 – 5 above)</i>	ESD Offers at No Cost	Contracted	Brief Description of Service	<i>These are “per service” & “per stop” charges</i>
K-12/Higher Education Collaboration Supports	1,2,4,5	X		MESD provides facilitation, technical assistance, and systemic support as needed to strengthen partnerships and pathways between K-12 school districts and higher education institutions.	
Inter-District Delivery System (PONY)	4		X	Facilities and Transportation Services provide inter-district “pony” mail delivery service to component districts.	
Procurement Card Services	4		X	MESD administers procurement card services through Bank of America. It is an opportunity for smaller districts to take advantage of a more efficient purchasing process and potential cost savings. Services include ordering & deactivating cards, program maintenance, training, and auditing services.	

School Announcement Closure Network	4		X	MESD contracts with FlashAlert-Newswire.net each year to support the interface between the ESD & component districts and broadcast stations when emergency closures must be communicated to the public.	
Other Administrative/ Operational Services	1,4,5		X	MESD can provide other general operational services to districts such as HR, payroll & business office assistance, and support for the planning and implementation of the Student Success Act.	
Government Affairs	1,4, 5		X	MESD may hire a specialist to provide technical support and professional assistance to Multnomah County school districts in the area of government relations at the state and/or local level.	
Administrative Services Total Staff Hours					15,872

SECTION C—WORKFORCE AND SALARY INFORMATION

Link below is for fiscal year 2021-22; the [Oregon Transparency Website](#) will have the 2022-23 data available November 2023.

- i. Include the direct URL link to YOUR ESD’s staffing data from the ODE Data Transparency Website.
<https://data.oregon.gov/Revenue-Expense/ESD-Contracts-Workforce-Expenditures-Composite-Dat/m94i-8phv>

SECTION D—DISTANCE LEARNING

- i. Did the ESD utilize distance learning? YES NO
- ii. If yes, include a descriptive paragraph:

During the 2022 -2023 school year, various strains of COVID-19 impacted our community and our schools responded in accordance with local health guidance. Using our site specific Safe Schools, Healthy Learners Operational Blueprint plans, we pivoted between fully in person, hybrid and distance learning at individual sites based on the local health and safety conditions at each site.

SECTION E—REVENUE AND EXPENDITURES

Link below is for fiscal year 2021-22; the [Oregon Transparency Website](#) will have the 2022-23 data available November 2023.

- **EXPENDITURES:** Include the direct URL link to YOUR ESD’s expenditure data from the Oregon Transparency Website.
<https://data.oregon.gov/Revenue-Expense/ESD-Contracts-Workforce-Expenditures-Composite-Dat/m94i-8phv>
 - **REVENUE:** A combined spreadsheet of ESD revenue by fund and source for ALL Oregon ESD’s is available from the Oregon Transparency Website at
<https://www.oregon.gov/transparency/Pages/School-ESD-Revenue-Data.aspx>
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