

# MESD Local Service Plan



2022-2023

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# MULTNOMAH EDUCATION SERVICE DISTRICT

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Phone: 503-255-1841

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Troutdale, OR 97060  
Phone: 503-262-4850

**Burlingame Creek School**

Timothy Rodgers-Principal  
876 NE 8th St.  
Gresham, OR 97030  
Phone: 503-262-4050

**Donald E. Long School**

Christine Otto-Principal  
1401 NE 68th St.  
Portland, OR 97213  
Phone: 503-988-5937

**Four Creeks School**

Nicole Hilton-Principal  
14513 S.E. Stark St  
Portland, OR 97233  
Phone: 971-229-6470

**Helensview School**

Dan Cohnsteadt-Principal  
8678 NE Sumner St.  
Portland, OR 97220  
Phone: 503-262-4150

**Knott Creek School**

Nicole Hilton-Principal  
11456 NE Knott Street  
Portland, OR 97220  
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**Ocean Dunes High School**

Joy Koenig-Principal  
4859 S. Jetty Rd.  
Florence, OR 97439  
Phone: 541-791-5909

**Three lakes High School**

Joy Koenig-Principal  
4400 Lochner Rd. SE.  
Albany, OR 97322  
Phone: 541-791-5909

**Wheatley School**

Erick Welsh-Principal  
14030 NE Sacramento St.  
Portland, OR 97230  
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**Wynne Watts-Kerr Center**

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**ADMINISTRATION**

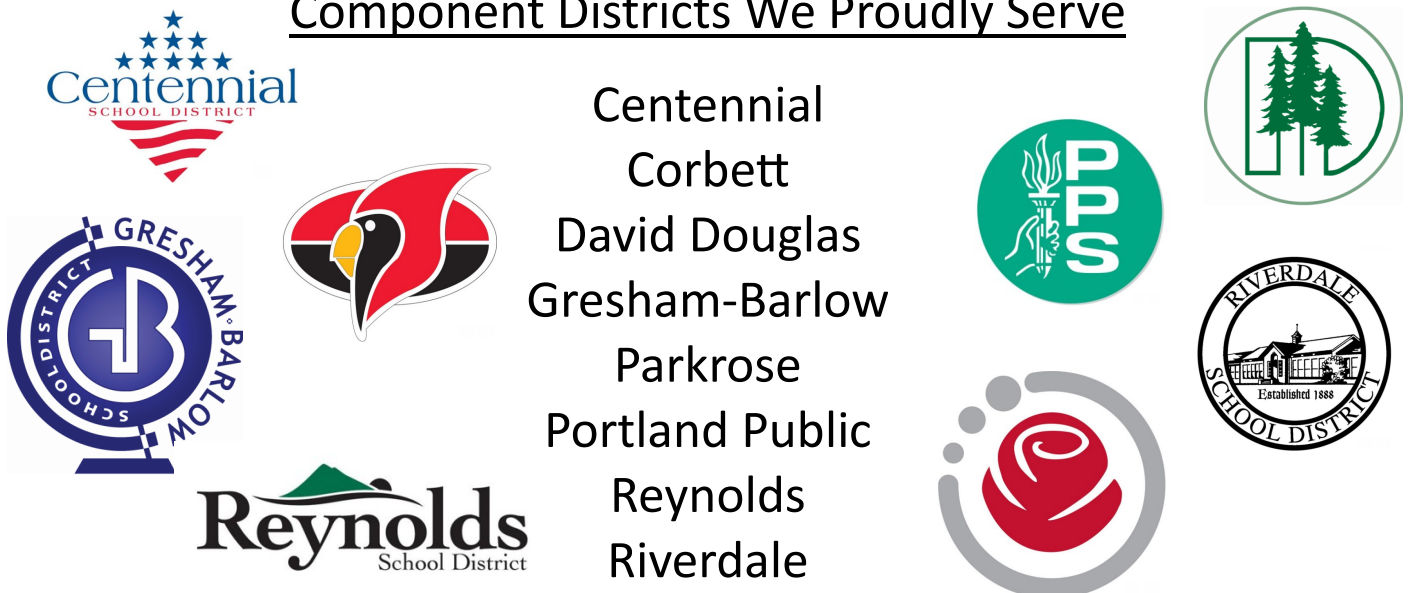
# Multnomah Education Service District

## Local Service Plan

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

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

## Component Districts We Proudly Serve



# Multnomah Education Service District

## 2022-2023 Local Service Plan (LSP) Timeline

September 2021	Share timeline with Advisory groups (Instruction, Student Services, Technology Services)
October 2021	Present initial draft to Advisory groups, and gather feedback
November 2021	Present second draft LSP to Advisory groups and gather feedback
January 2022	Present final draft to Superintendents MESD Board approves LSP
February 2022	Component Districts approve LSP with a Board Resolution Budget/costing template development begins.
March 2022	Districts are asked to confirm any significant changes in LSP participation MESD costing estimates draft revised (if needed) and shared with Directors
April 2022	MESD proposed budget presented to budget committee Minimum Commitments for LSP Services due to MESD
May 2022	Costing template and services commitments finalized

# Budget in Brief

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

## State School Fund Estimates for the 2021-2023 Biennium

	<u>2021-2022</u>	<u>2022-2023</u>	<u>Total</u>
Legislative Appropriation <sup>1</sup>	\$ 4,556,902,000	\$ 4,742,898,000	\$ 9,299,800,000
Less state-wide transfers/deductions ("carve-outs")	(55,731,667)	(55,731,667)	(111,463,334)
State revenue for formula	4,501,170,333	4,687,166,333	9,188,336,666
Plus local revenue for formula	2,279,748,374	2,376,637,680	4,656,386,053
Total revenue for formula <sup>2</sup>	6,780,918,707	7,063,804,013	13,844,722,719
ESD share at 4.5%	305,141,342	317,871,181	623,012,522
Less ESD transfers/deductions ("carve-outs")	(9,285,125)	(9,285,125)	(18,570,250)
<b>ESD State School Fund formula revenue for distribution</b>	<b>\$ 295,856,217</b>	<b>\$ 308,586,056</b>	<b>\$ 604,442,272</b>
<b>Estimated MESD portion of ESD distribution</b>			
	<b>\$ 46,449,254</b>	<b>\$ 48,471,074</b>	<b>\$ 94,920,328</b>
<b>MESD allocation to funds</b>			
Operating Fund (10%) for general operations	\$ 4,644,925	\$ 4,847,107	\$ 9,492,032
Resolution Fund (90%) for Component Districts	\$ 41,804,329	\$ 43,623,967	\$ 85,428,296

MESD Allocation to Component Districts	ODE Extended ADMw*	Hold Harmless ADMw	% of Total	2021-22 Apportionment	2022-23 Apportionment
Centennial	7,487.09	7,487.09	6.8%	\$ 2,845,699	\$ 2,969,565
Corbett (X 1.61)	1,253.43	2,018.02	1.8%	767,011	800,398
David Douglas	11,750.75	11,750.75	10.7%	4,466,234	4,660,638
Gresham-Barlow	13,891.48	13,891.48	12.6%	5,279,884	5,509,704
Parkrose	3,814.71	3,814.71	3.5%	1,449,898	1,513,008
Portland Public	55,975.09	55,975.09	50.9%	21,275,055	22,201,105
Reynolds	13,932.36	13,932.36	12.7%	5,295,422	5,525,918
Riverdale (X1.61)	694.73	1,118.52	1.0%	425,126	443,631
<b>Total</b>	<b>108,799.64</b>	<b>109,988.02</b>		<b>\$ 41,804,329</b>	<b>\$ 43,623,967</b>

<sup>1</sup> The SSF estimate is based on the ODE Estimate dated 11/02/2021.

<sup>2</sup> This estimate assumes a 4.255 increase in local revenues for 22/23.

## Instructional Services

**Alternative Pathways:** 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:** 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:** MESD provides educational programming inside of youth and adult detention and correctional facilities leading up to a high school diploma or GED. Services include credit attainment, 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:

- 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.

**Transition Supports:** 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.

## Instructional Services (Continued)

**Helensview School** – 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:** 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:** 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:** 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:** 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:** 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.



## Instructional Services (Continued)

**Home School Notification:** Multnomah County parents electing to educate students at home in lieu of enrolling their student(s) in a regular comprehensive school must notify MESD, as required by ORS 339.035. MESD, as required by law, maintains a database with home school student directory information, requests test results from students as required under OAR 581-021-0026(5), submits reports to component districts to notify them of their home school population, and maintains a web page as a resource for parents and component districts to refer to regarding the laws pertaining to home schooling.

**Migrant Education Program:** 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 five main components: school readiness, reading, math, high school graduation, and non-instructional support services. Support also extends to parent engagement and recruitment.

- **Migrant Education School Readiness:** Migrant Education School Readiness services apply to children 3-5 years old and provide learning opportunities for cognitive, social, emotional and motor skills development in English or Spanish, depending on the native language of the children. Home visits with preschool parents provide specialized training and materials to support their children's development and growth. Incoming kindergarten students participate in a summer transition class to prepare for entering school in the fall.
- **Migrant Education Summer Program:** The Migrant Education Program 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:** Outdoor School is an overnight environmental science program for sixth grade students and high school student leaders. Curriculum focuses on hands-on science and social emotional learning. High School programming emphasizes leadership development and career learning. Companion programs include the Fourth Grade Overnight and other customized programs for grades 2-12. Outdoor School special projects can include consultation services for schools or other organizations that seek to develop youth programming in the outdoors. Other projects could include professional development for youth programming in leadership, outdoor science and community building, and curriculum development that can include teaching kits for use in the outdoor setting.

## Instructional Services (Continued)

**Regional School Improvement:** School Improvement provides professional learning and technical support in the following areas that include: High School Diploma Requirements, Common Core Standards, 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).

**Behavior and Instructional Consultation Services:**

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, teacher, speech pathologist, school psychologist, occupational therapist, nurse and/or a behavior consultant.

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.

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

## Instructional Services (Continued)

**Instruction Services Special Projects:** 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 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:** 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:** 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 of regional equity work. These projects could be at a local school district level, county level or state level.

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

**Student Success Act Supports:** 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 Health Services (SHS)

**Contracted Health Education Services:** 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:

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

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

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

**Hearing Screening Team:** 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 581-022-2220). Training, orientation, oversight, and supervision is provided by the MESD.

## School Health Services (SHS) (Continued)

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

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

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

## School Health Services (SHS) (Continued)

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

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

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

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

## Special Education

### **Abilities in Motion (AIM):** 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 classrooms and Evaluation/Stabilization programs:**

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

The SESP program is designed for students with an individualized Education Plan (IEP) from Kindergarten to 21 years of age to provide structural social skills training, behavioral intervention and evidence-based academic instruction to students who are not being successful in the general education setting. This program provides mental health and behavioral consultative services within a small classroom setting (lower teacher: student ratio) for students needing additional therapeutic support. Additionally, the Transition classroom ages 18-21, offers job training and supports for students as they begin post-secondary work experiences. Instruction focuses on functional applied academics, community and classroom instruction to prepare students for adult life. The Behavioral Health program serves students Kindergarten-12th grade with significant behavioral challenges and lower cognitive capabilities. All students benefit from an academic curriculum and a social skills program that is modified to meet their cognitive and social emotional abilities. This classroom has a high staff to low student ratio based on data and demonstrated need to ensure success.

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

## Special Education (Continued)

### **Behavior and Instructional Consultation Services:**

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 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.

**Feeding Team Contract Services:** The MESD feeding team provides assessment and training for safe feeding within the school and classroom environment. The feeding team assesses the following considerations while assessing students: positioning, medical history, nursing needs and safe feeding for students who present difficulties with oral feeding to avoid choking or aspiration. The feeding team provides safe eating protocols and consultation to districts on mealtime procedures at their request. The district completes a referral to the MESD to begin the assessment process. The MESD feeding team includes a speech language pathologist and an occupational therapist. On certain protocol trainings, 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):** Knott School and/or Component District. 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 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 local school district. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.



## Special Education (Continued)

**Functional Living Skills Transition Program (ages 18-21):** The Functional Living Skills Transition Program provides post-secondary instruction for student's age 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 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.

**High School/Middle School Therapeutic Classroom:** 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 mental health therapist as well as a special education teacher and education assistants.

### **Functional Living Skills (Alternative) (Ages K-21 years)**

Wheatley School

(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.

## Special Education (Continued)

\*Individually Purchased Options:

### **Related Services:**

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

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

### **Assistive Technology:**

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

### **Speech/Language Pathology:**

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

### **Occupational Therapy:**

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

## Special Education (Continued)

### **Physical Therapy:**

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

### **Psychological Services:**

- Conduct evaluations for: intelligence, adaptive behavior, social/emotional, formal and informal observations, and traumatic brain injury
- Participate as a member of the evaluation team for Autism Spectrum Disorder or upon the request of the team for other eligibilities
- Provide support to write, review and revise IEPs as mandated by state and federal rules and regulations
- Provide consultation services based on each student's IEP
- Attend IEP or three year re-evaluation meetings
- Technical assistance (professional development)
- Provide counseling services to individuals and/or small groups
- Provide in-service trainings to districts

\*Included in the cost of this service option are travel, supplies, materials and technology (computer needs) for staff

### **Behavior Consultant:**

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

## Special Education (Continued)

### **Educational Assistants:**

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

### **Transition Specialist:**

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 supports for the student to be successful in the new school environment.

### **District Classroom Interventionist:**

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

## Technology Services

Through Cascade Technology Alliance  
[www.cascadetech.org](http://www.cascadetech.org)

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

### Application and Development Services

- **Business Systems Support:** MESD provides an extensive and integrated administrative financial and human resource system including hundreds of customized reports specifically for use in public schools.
- **Student Information Services:** Student Services provides comprehensive computer applications for student accounting and data management. The Synergy application offers access for administrators, teachers, professional staff, students and parents to engage in the instructional process.
- **ORMED:** MESD developed a Medicaid Fee For Service billing application to allow School Districts to submit claims to the State for Medicaid reimbursement. The most common disciplines that provide Medicaid eligible services to students are Speech Pathologists (SLP's), Occupational Therapists (OT's), Physical Therapists (PT's) and Nurses.
- **Medicaid Operational Services:** Improve Medicaid program efficiencies, provide data analysis, and help increase Medicaid Reimbursement by identifying additional Medicaid dollars that may be left on the table by districts.

## Technology Services (Continued)

### Infrastructure Services

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

### Instructional Services

- **Follett Destiny Library and Textbook Management:** Destiny is a fully functional, internet-based library and textbook management system designed specifically to support K-12 education. CTA provides Destiny services to MESD and its component districts.

### Other Regional Services

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

**Please see our full list of services at:  
<https://www.cascadetech.org/solutions.html>**



## Administrative Support Services

- **K-12/Higher Education Collaboration Supports** : MESD provides facilitation, technical assistance, and systemic supports as needed to strengthen partnerships and pathways between K-12 school districts and higher education institutions.
- **Inter-District Delivery System (aka PONY)**: Facilities and Transportation Services provide inter-district courier “pony” service to component districts.
- **Procurement Card Services**: MESD administers procurement card services through Bank of America. It is an opportunity for smaller districts to take advantage of a more efficient purchasing process and potential cost savings. Services include ordering & deactivating cards, program maintenance, training, and auditing services.
- **School Announcement Closure Network**: 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**: 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**: MESD retains a specialist to provide technical support and professional assistance to Multnomah County school districts in the area of government relations at the state and/or local level.

## Student Success Act-Technical Assistance

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

### **Diversification of the Education Workforce**

Provide staffing, convening, and facilitation to create regional grow-your-own programs to support students and existing staff to become teachers and administrators.

### **Mental & Behavioral Health Systems**

Develop, scale, and/or improve systems (coaching, professional development) in the region to build capacity in staff to support students' social-emotional well-being and mental health. Provide a regional coordinator of mental health support systems.

### **Comprehensive Paraeducator Training**

Develop/source and implement professional learning for current Paraeducators in topics aligned to districts' focus areas (e.g. social-emotional learning, racial equity, behavior support) through various learning modalities (e.g. online modules, in-person workshops, coaching supports). Provide a regional coordinator of Paraeducator training.

### **Community Engagement of Focal Populations**

Provide technical assistance (professional learning, facilitation, resources) to build capacity for district staff for authentic systemic engagement of historically underserved communities.

### **SIA Plan Technical Assistance**

Support districts as needed in development of required Student Investment Account plans. Develop Networked Improvement Communities focused on shared SIA priorities. Provide a Student Success Act lead to provide technical assistance & serve as liaison between districts and ODE.

### **Pandemic Recovery Planning**

Provide technical assistance, data analysis, facilitation, and training support for identification and closing of achievement gaps created and/or widened during Covid-19 instructional disruption.

### **Effective Early Learning Systems**

Provide support (coaching, professional learning, facilitation) for integration of PK-early elementary systems (instruction, assessment, social-emotional learning, family engagement) for literacy, math, and other content areas with an emphasis on meeting the needs of historically underserved student groups.

### **Equity & Continuous Improvement**

Provides support for equity-related professional development in the region; capacity-building for both ESD and district staff to support equitable outcomes for historically marginalized students.



**ADOPTION OF MULTNOMAH ESD  
PROGRAMS AND SERVICES PROPOSALS  
FOR 2022-2023**

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

This certifies that the following Resolution was adopted by the Board of Directors of \_\_\_\_\_ School District No. \_\_\_\_\_ on the \_\_\_\_\_ day of \_\_\_\_\_, 2022, in the manner proposed by law, and has not been altered or repealed.

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 2022

\_\_\_\_\_  
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 2022-2023 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.

# KEY COMMUNITY PARTNERS

- Albertina Kerr
- All Hands Raised
- Carpe Mundi
- Community Cycling Center
- East County SD Liaison
- East County STEM Partnership
- FACT
- Friends for Outdoor School
- Friends of the Children
- Gateway to College
- Gray Family Foundation
- Gresham Chamber of Commerce
- IBEW
- IRCO
- Impact NW
- Kaiser Permanente
- Kline & Associates
- Linn-Benton Detention
- Linn-Benton Community College
- Mercy Corps NW
- Metro
- Mt Hood Community College Dual Enrollment
- Mt. Hood Community College Regional CTE Coordination
- Mt. Hood Community College, TRIO College First Program
- Mt Hood Cable Regulatory Commission
- Multnomah County Early Learning
- Multnomah County Detention
- Multnomah County Developmental Disabilities Division
- Multnomah County Health
- Multnomah County Juvenile Justice Services
- Multnomah County Library
- Multnomah County Mental Health and Addiction Services Division
- Multnomah County Probation/Parole
- Multnomah County SUN Schools
- Multnomah ESD-Helensview School
- New Avenues for Youth
- NW Disability Supports
- OHSU Doernbecher’s Children’s Hospital
- OHSU Kitchen and Dining
- Oregon Department of Education
- Oregon Food Bank
- Oregon Forest Resources Institute
- Oregon State University Extension
- Oregon Youth Authority
- Parkrose hardware
- P:ear Mentoring
- Portland Community College
- Portland Bureau of Transportation (PBOT)
- Safe Routs to School
- Portland Children’s Levy
- Portland Police Bureau
- Portland Public Schools-Alliance High School
- Portland Public Schools-Alliance High School at Benson High School
- Portland Youth Builders
- Providence Willamette Falls Hospital
- PSU TRIO Pre-College Programs
- Randall Children’s Hospital at Legacy Emanuel
- Reynolds Learning Academy
- Rosemary Anderson HS/Portland OIC
- School & Community Oral Health Programs
- Self Enhancement Inc.
- Shriners Hospitals for Children
- STARS
- Worksystems: Summerworks
- U.S. Bank Machine Tool Finance
- United Way of the Columbia-Willamette
- Unity Center for Behavioral Health
- TriMet
- Yamhill County Juvenile Detention
- Zenbu

## Links to Other Information

### **Multnomah Education Service District**

Information about departments and specific programs can be found on the district website: [www.mesd.k12.or.us](http://www.mesd.k12.or.us)

### **MESD Accountability Report**

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

### **MESD School Health Services Annual Report**

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

### **MESD Budgets and Financial Reports**

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

### **Cascade Technology Alliance**

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