



# TABLE OF CONTENTS

Administration & Board of Directors .....	3
Explanation of Local Service Plan .....	4
Timeline .....	5
Budget in Brief .....	6
Instructional Services .....	7
School Health Services .....	14
Special Education Services .....	17
Technology Services .....	23
Administrative Support Services .....	25
Resolution - Adoption of Multnomah ESD Programs and Services	
Proposals for 2018-2019 .....	26
Key Community Partners .....	27
Appendix - Links to other information .....	28

---

---

---

---

---

---

---

---

---

---

---

<hr/> <hr/> <hr/>
-------------------------

--

# 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:

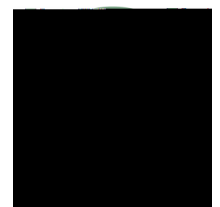
Programs for children with special needs, including but not limited to special education services, comprehensive school health services, services for at-risk students and professional development for employees who provide those services.

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. ■



# Multnomah Education Service District

## 2019-2020 Local Service Plan (LSP) Timeline

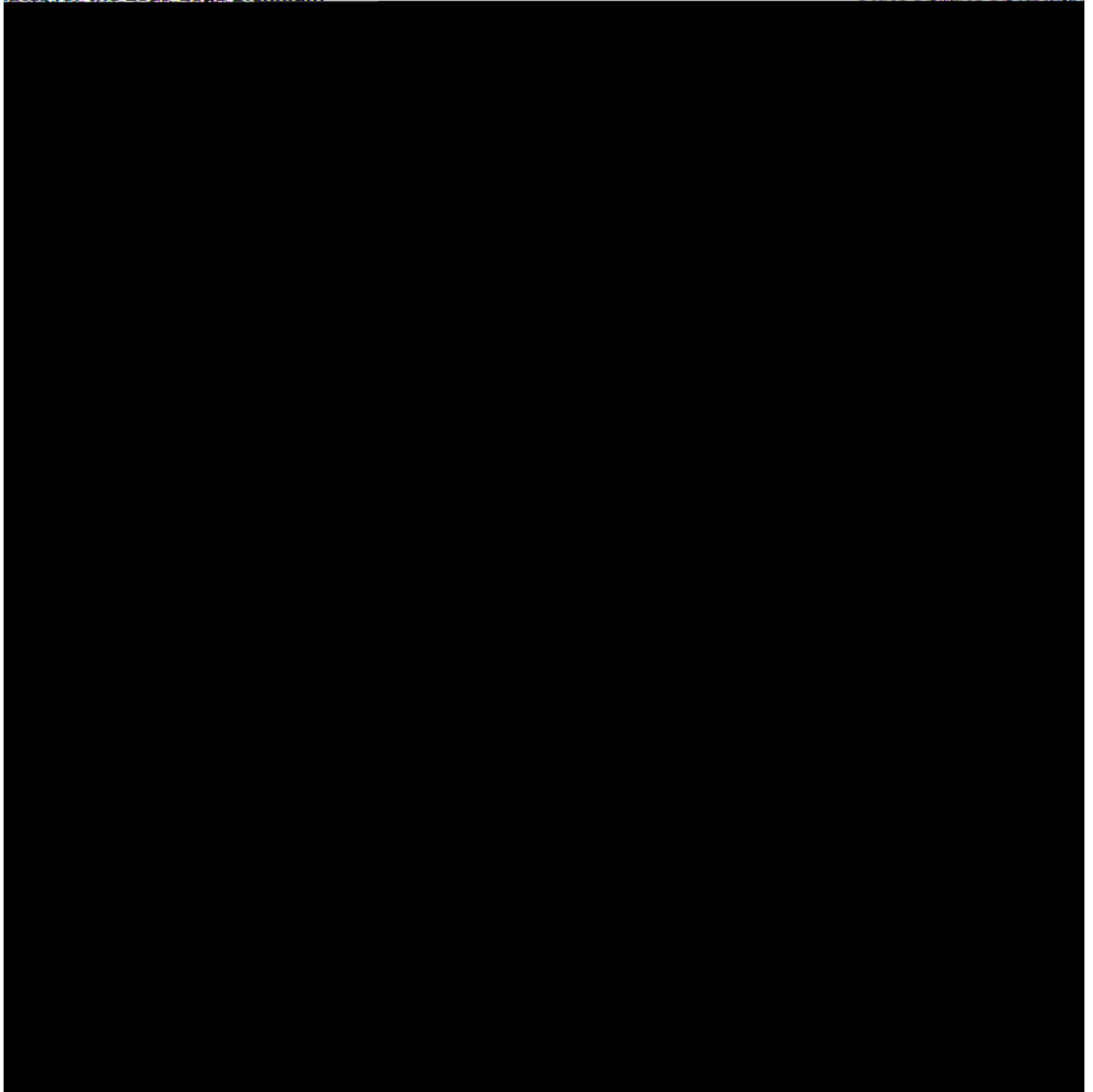
September 2018	Share timeline with Advisory groups (Instruction, Student Services, Technology Services)
October 2018	Present initial draft to Advisory groups, and gather feedback
November 2018	Present second draft LSP to Advisory groups and gather feedback
January 2019	Present final draft to Superintendents MESD Board approves LSP
February 2019	Component Districts approve LSP with a Board Resolution Budget/costing template development begins.
March 2019	Districts are asked to confirm any significant changes in LSP participation MESD costing estimates draft revised (if needed) and shared with Directors
April 2019	MESD proposed budget presented to budget committee Minimum Commitments for LSP Services due to MESD
May 2019	Costing template and services commitments finalized

# Budget in Brief



ates for the 2019-2021 Biennium

State School Fund Estim



## Instructional Services

Alternative Pathways includes the TRiO Educational Talent Search program, grant funded through the US Department of Education. TRiO provides educational opportunities for low-income and first-generation students established with the passage of Title IV of the Higher Education Act of 1965.

The A&E program provides educational and social skills to assist students in completing their High School Diploma while undergoing assessment. The students in this program are between the ages of 12 and 18. The program operates from the Multnomah County, Donald E. Long Juvenile Justice Facility.

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.

MESD provides access to supports related to Curriculum selection, implementation and on-going assistance. This includes aiding implementation of programs such as the "Classroom Law Project", which brings law-related educational programs into Oregon schools.

The Donald E. Long School Program, located at the Multnomah County Juvenile Justice Complex, provides educational program services to students currently detained by the legal system from Multnomah, Clackamas and Washington counties. This program provides educational services including credit attainment, training services, IEP services, and Em

# Description of Services

## Instructional Services (Continued)

Also called the Incarcerated Youth Program (IYP), the Adult Correction Facility program serves youth 18 to 21 years of age who are detained within Multnomah County adult detention facilities (Inverness Jail and Multnomah County Downtown Jail), and have not earned a regular high school diploma or GED.

The Youth Correction Education Program (YCEP) provides educational services and post-secondary planning to assist students in completing their High School Diploma and/or GED, and obtaining dual credit and college credit. The students in these accredited programs (Ocean Dunes at Camp Florence, and Riverside, and Three Lakes at Oak Creek Youth Correctional Facility) are between the ages of 12 and 25. They have been adjudicated and are in the custody of the Oregon Youth Authority. Post-secondary programs include both vocational education, college and dual credit.

Helensview is an accredited school that provides individualized instruction and specialized support services for youth ages 12-21 who have dropped out of school or who are experiencing chronic attendance/behavioral issues. Helensview provides individualized academic, social service and connection to post-secondary options. Each student can access dual credit (on-campus), CTE (business, culinary, manufacturing, etc) and on-site job training through our 7 student businesses.

Phoenix provides services to youth, ages 12-21, who are pregnant and/or parenting and identified as at-risk and requiring individualized programming, prenatal and parenting instruction.

For students in special education services needing a small staff-student ratio for individualized support. This classroom provides academic and behavioral instruction for students with mental health needs. Classrooms are available at both the middle school and high school level.



## Instructional Services (Continued)

Parents electing to educate students at home instead of enrolling their student(s) in a regular comprehensive school must notify the MESD, as required by statute ORS 339.035. MESD, as required by law, maintains a database with home school student directory information, requests test results from students falling under the OAR's requirement, submits reports to component districts to notify them of their home school population and maintains a web page as a resource for parents and component districts to refer to regarding the laws pertaining to home schooling.

The Hospital School Program provides instruction to students with significant, acute medical, rehabilitation or mental health needs

# Description of Services

## Instructional Services (Continued)

The Long Term Care and Treatment program at Wynne Watts School provides educational services including credit attainment, IEP services, and ELL services to student in grades K-12 currently residing in a Long Term Care and Treatment program. Wynne Watts School serves students with significant mental health education, and life challenges requiring schooling in a sheltered environment in order to protect the health and safety of themselves and/or others and allow the faculty treatment process to extend into the school day in order to fully implement the treatment plan.

MESD provides education services and support that address migrant students' needs and ensure such children receive full and appropriate opportunities to meet the same challenging academic standards that all children are expected to meet. The program focuses on kindergarten readiness, reading, math, high school graduation, parent engagement and recruitment.

MESD provides children (ages 3-5) with learning opportunities for cognitive, social, emotional and motor skills development in English and for native Spanish speakers, in their native Spanish language. Home visits with preschool parents provide families specialized training and materials to support their child's development and growth. Incoming kindergarten students participate in a summer preschool class to prepare for kindergarten.

MESD provides a supplemental summer extension for K – 12th grade students eligible for Migrant Education Program services during the summer months, with a focus on reading, math and high school graduation.

activities that enrich their classroom studies.

Custom “companion” programs have been periodically developed for schools for grades 2-8. MESD Outdoor School has considerable expertise in tub ra or o “ developed ” â S “ e “

## Instructional Services (Continued)

School Improvement provides professional development and technical support in the following areas: High School Diploma Requirements, Common Core Standards, Common Formative Assessment, Secondary and Elementary Literacy coaching support as well as training and support in Mathematics provided by a Math Specialist. The High School Diploma initiative includes the development of alternative assessment and credit by proficiency assessments as well as facilitating the development of Reading, Management

nemert essmg i a

# Description of Services

## School Health Services (SHS)

MESD eligibility staff conduct outreach activities in partnership with local school districts to identify students who are uninsured or not eligible for the Oregon Health Plan. Specialists assist families with the application process, establishment of a medical home, navigation of the health system, and access to necessary medical care to ensure students are safe, healthy, and able to attend school to achieve their education potential.

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 includes:

- 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.

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.

The MESD screening team, with school nurses, assists component districts in meeting the requirements of OAR 581-022-0705 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 581-022-0705). Training, orientation, oversight and supervision provided by the MESD.

## School Health Services (SHS) (Continued)

The Hearing Program provides state

## School Health Services (SHS) (Continued)

The Nurse Consultant functions as a liaison between School Health Services staff, district personnel, and County and State

# Special Education

W WM):



# Description of Services

## Special Education (Continued)

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 fee for service. A contract agreement is created which includes a clear description of services provided and fees. The team may include an administrator, teacher, speech pathologist, occupational therapist and a behavior consultant.

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).

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 have 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 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.

# Description of Services

## Special Education (Continued)

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 local school district. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.

These special education classrooms located on the Helensview School campus are 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 classrooms for placement by local school districts through resolution/contracts. These classrooms have a small class student/staff ratio and include a behavior coach and mental health therapist as well as a special education teacher and education assistants.

### 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). 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.

# Description of Services

## Special Education (Continued)

\*Individually Purchased Options:

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

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

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

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

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)

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

Conduct evaluations for: intelligence, adaptive behavior, social/emotional, formal and informal observations, and traumatic brain injury

## Special Education (Continued)

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

Classified Staff 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 and support for the



# Description of Services

## Technology Services (Continued)

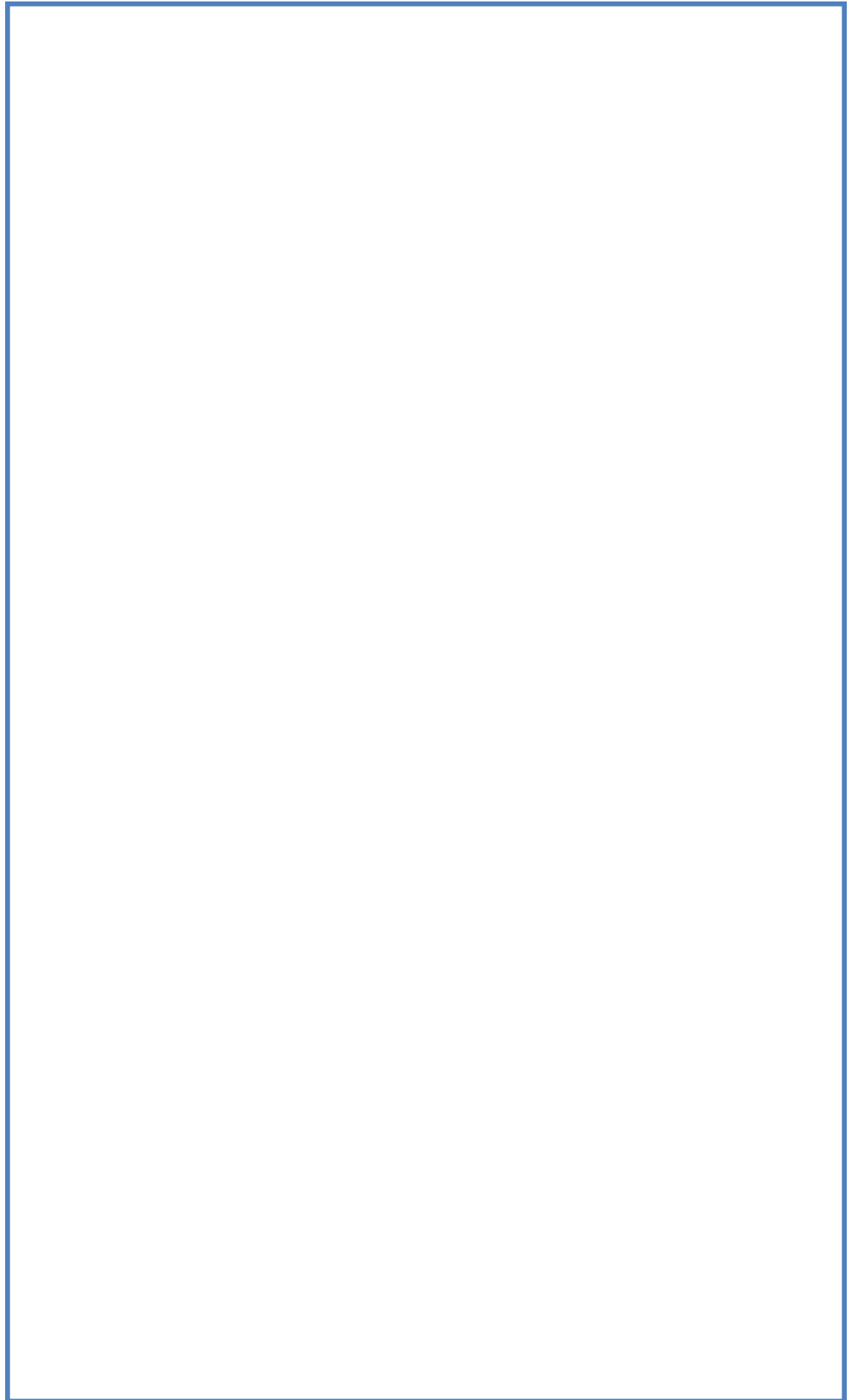
MESD provides on-line substitute application and registration, verification of employment eligibility documents, blood borne pathogen training and updates, child abuse prevention training, maintenance of classified and certified substitutes, and registration of Teacher Standards and Practices Commission licenses.

School Messenger delivers flexible and modern communication capability with secure and robust performance. [M](#)

# Administrative Support Services







# Appendix

## Links to Other Information

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

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.

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

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 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/>