

## *ODS companion programs provide students with new opportunities and school districts with options*

by Janelle Emery

In 1998, Outdoor School Supervisor/Consultant **Margaret Eng** realized that lack of school funding was putting MESD's traditional environmental education program at risk. She knew she needed to act fast. She wanted to give options to school districts and put alternative programs in place. These programs needed to be cost-effective, engaging, educational and accommodating to meet the different needs of school districts.

**The Oregon Trail Program**, offered to fourth grade students, was born. It was the first of many "companion programs" that Outdoor School has now implemented.

Oregon Trail is a two-day, one-night parent-chaperoned program focused on Oregon History and pioneer living. This time-traveling program lets students experience what life was like as hard-working pioneers through hands-on, daily activities such as churning butter and cutting logs by using a cross-cut saw.

One of the projects in which students take part is building a Lincoln-log style cabin. In pairs of two, students learn to work together using a kit of large, pre-cut fence posts, making it convenient for students to assemble and reassemble, time after time.

**The Exploring Nature Program** is offered to second grade students and was originally a one-day educational program developed and piloted especially for Wieden and Kennedy (the PR firm) that helped sponsor students of the SMART Program.

With help from the Outdoor School staff, Margaret transformed this one-day camp to meet the needs of the French-American International school. During the day, students study Pacific Northwest forests and learn about different types of indigenous plants and animals. After exploring the outdoors, parents and siblings join the students at camp as their dinner guests. After dessert, parents and students gather to sing songs and share stories by the camp fire.

**The Wetlands and Water Program** provides third grade students an overnight camp program that examines ponds, rivers and wetlands. Students conduct science experiments by exploring different aquatic life in the waters.

Outdoor School *Continues on page 2* ►





## ► Outdoor School *Continued from page 1*

**The First Nations Program** is a three-day, two-night program for second and third graders that dovetails with the Oregon Trail Program. It is based on a suggestion from the French American International School staff. This program teaches about Pacific Northwest legends and shows students how salmon was cooked by Native Americans. Students prepare salmon to barbecue for parents for dinner.

Students also learn about Native American crafts, and make dream-catchers and leather medicine pouches.

Students explore an Outdoor School site on an ethnobotany hike to study how Native American harvested plants for medicinal and food purposes. In late spring, students are challenged to see if the plants are ready to be harvested and if there are enough to feed all of the students within the camp.

Students get a sense of reality and how seasonal food gathering was essential for the Native Americans.

“Students learn quickly that spring time is not the time to be hunting and gathering. Not everything has blossomed yet and turned into berries. They get a good understanding of how Native Americans had to go from place to place to try and harvest food,” said Margaret.

**The Investigating Our World Program** gives fifth grade students a two-day, one-night science-based program. It was suggested by Portland Public School science teachers

and developed by Margaret and former ODS Site Supervisor **Andy Lindberg**.

This hands-on program coincides with Portland Public School’s fifth grade science curriculum. Students experience the world of science and learn about inner and outer space outside of a traditional classroom setting. Investigating Our World focuses on everything from microscopic phenomenon to our celestial solar system.

**The traditional Outdoor School Program** is a six-day, five-night program that serves approximately 7,000 sixth grade students per year. Approximately 1,600 high school students are selected and trained each year to serve as student leaders. This program is a hands-on science experience for sixth grade students and high school student leaders.

Students investigate, measure, and report discoveries in the natural sciences during the week. As a result, students gain a better understanding of interactions between the four field studies.

Outdoor School gives students the opportunity to learn about natural science and conservation, and apply their acquired knowledge with mathematics, social studies, language and health, art, and music skills.

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## Outdoor School *Continued from page 2*

Since some school districts are unable to afford an entire week of traditional Outdoor School, Margaret and the staff of ODS created shortened, customized versions of Outdoor School so students can still experience the core of what this program has to offer.

**Customized Outdoor School Programs** are tailored to fit the financial needs of each individual school district.

Last year, Parkrose and Reynolds School Districts purchased the Snapshot of Science Program. This program includes basic Outdoor School activities and is a shortened version of the traditional Outdoor School program.

**The Field Science Experience Program** is a Three-day, two-night program offered to fifth & sixth grade students that provides a half-day of four field studies: plants, animals, water and soil. Metro supports Outdoor School programs that are three days or longer. Money is received for waste-reduction and conservation education which is incorporated into the experience. School districts receive \$58 per student which discounts fees paid by the school districts.

**The Passages through Time Program** for seventh grade students is a five-day, four-night program designed for Riverdale School District.

The seventh grade teachers of Riverdale Grade School approached Margaret with a request to incorporate their science and social studies curriculum into a field experience. Working closely with Riverdale staff, Margaret developed an ODS program that integrates their social studies curriculum of medieval study with their science curriculum.

During a week of exploration, students visit a goat farm and learn how to milk, transport and handle boar goats, learn how to use a compass, discover how to apply a GPS system, learn primitive camping skills and participate in a city-wide "Amazing Race."

The final Companion Program that ODS offers is the **Medieval Times and Archery Program**. Students learn everything about medieval times as well as archery. They also get a chance to be silly and have fun by throwing marshmallows at camp student leaders.

Through invention, flexibility and responsiveness, Director of Instructional Services **Kelvin Webster**, ODS Coordinator **Dan Prince**, Margaret and the ODS staff strive to make certain that every student, in every school district has the chance to experience some form of Outdoor School. **i**

### About Margaret Eng:

*a creative mind,  
an educator's perspective  
and the determination  
to leave "no child inside"*



Margaret Eng has worked for MESD since 1975. She began as a program leader and then went back to school to finish her bachelor's degree at Portland State University. She missed her time at ODS and decided to come back to work at MESD, this time as a field instructor. Later, Margaret became a site supervisor and completed sessions at Trout Creek, Arrah Wanna, Sports Acres and Trestle-Glenn. She also helped open the Sandy River site in 1991.

After completing a masters degree and teaching license in Special Education and Integrated Science, Margaret took the job as the supervisor/consultant for the Outdoor School program.

Along with developing all the creative companion programs, Margaret has created **Camp Agape**, a family cancer camp funded by the Philoptochos women at Holy Trinity Greek Orthodox Church and a Candlelighter's **Bereavement Camp** for families dealing with the loss of a child due to cancer.

Although each companion program is very important to Margaret, the cancer camps hold special place in her heart. Margaret is the director and lives on-site during the summer when these special camps take place.

The cancer camp's positive outcomes and reputation have caused attendance to grow. Student leaders now want to be a part of the magic that happens at these camps and are volunteering their time to help families who going through bereavement.

"The Camp Agape program gives children and families a chance to laugh again and be a part of normal activities," says Margaret.

"The Camp Agape program also gives children and families a chance to relax, find peace and get support and resources. It's a time for parents to connect with other parents who have lost children to cancer and walk away with new friends they can stay in contact with even after they leave camp."

Margaret draws on her personal background to help light the creative spark behind her camp creations. "Having the experience from growing up in a multi-cultural area and having a father who was an Episcopal priest in charge of many multi-cultural churches and responsible for the Diocese camps and conferences in Oregon and Washington really helped give me that experience."

# Project LAUNCH now ready for take off

Another federal grant enables MESD to add value to our community's education investment

By Mark Skolnick

*LAUNCH = Linking Actions for Unmet Needs in Children's Health*

Project LAUNCH is MESD's new five-year, \$3.25 million federal grant. The project will strengthen health and mental health services to young children, ages 0-8, in Multnomah County. The project builds upon MESD's work over the past several years with educational, health and mental health partners in Multnomah County.

For **Elana Emlen** (in photo, left), the coordinator of MESD's Project LAUNCH, the landscape of early childhood services in Multnomah County is ready for a "bigger picture" approach.

"SAMHSA wants LAUNCH be a bigger picture, systems-building project where you make these long term connections between early childhood, health and mental health and all the organizations that serve early childhood," she said.

**"There's a lot going on in health and mental health, but providers don't always know how to connect with early childhood services."**

Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), the project will help children reach physical, social, emotional, behavioral and cognitive milestones so they can feel safe, supported and enter school ready to learn.

MESD is one of just 24 LAUNCH grantees across the nation. It is also a perfect example of how MESD adds value to our community's investment in education.

Recognized by grant makers for its unique position as a convener within the education, health and mental health communities, this is the second multi-million dollar SAMHSA grant that MESD has landed in the past five years. The other is MESD's Wraparound Oregon: Early Childhood.

## Project leader comes with lots of experience

Young Child Wellness Specialist Elana Emlen, who joined MESD last fall, is excited to be leading Project LAUNCH. Elana comes to MESD with a diverse background. For the past ten years, Elana was early childhood coordinator at the Multnomah County Commission for Children and Families. Prior to that, she worked in land use planning for the City of Portland and the Oregon Department of Environmental Quality.

**Nancy Anderson**, director of Special Education Services, is the grant's designated project director. **Naomi Bledsoe**, who is winding down as Wraparound Oregon's public information specialist, is assisting Elana with social marketing. **Carolyn Jones** is the specialist in Positive Behavior Intervention Support working with LAUNCH. The project will provide funding for an early childhood specialist with the 211info line.

Project LAUNCH *Continues on page 5*



## ► Project LAUNCH *Continued from page 4*

As the grant gets underway, Elana's organizational and community networking skills have already been tested.

"For LAUNCH, the first deliverable is an environmental scan of what is going on in early childhood health and mental health in Multnomah County," she said. The scan is a compendium of data that describes the processes under which children receive services and support.

"The scan information came from census data, expert interviews, focus groups, and looking at the inventory with a group of 19 people," Elana explained. The project researched and compiled a comprehensive inventory of every early childhood-serving resource in the county.

Elana is organizing a Young Child Wellness Council that will guide the project. The Council will provide direction, oversight and implementation of services and evaluation throughout the grant's five years. The Council will actively engage key stakeholders in planning and building coalitions to expand the reach of LAUNCH beyond the five year period.

### Project LAUNCH initiatives

The project is focused on six activities:

**Enhancing the 211info line** - Oregon's 211info (<http://www.211info.org/>) is a central web and phone-based referral center for human services in 8 counties. LAUNCH will develop the capacity of 211 to provide information about early childhood resources to Multnomah County residents. Anyone will be able to find and access services and supports to parents, child care services, health care providers, schools and other community providers by calling 211 or by going onto 211info.org.

**Integrating Parent HelpLine into 211info** - The Parent HelpLine, operated by Birth To Three/Parenting Now! in Eugene, will provide immediate parent education and support, and will make appropriate referrals. Calls to 211info will be passed seamlessly to the Parent HelpLine. Depending on the needs of the caller, the Parent HelpLine Educator will use 211info to connect the caller with local services and resources in Multnomah County.

**Provide Early Childhood Mental Health Consultation, Positive Behavior Intervention Supports and Incredible Years** - A mental health consultant from Morrison Child and Family Services, and a Positive Behavior Intervention Support specialist at MESD will work in tandem to promote child wellness work in one Healthy Start home visiting program and two child care centers. They will:

- Promote young child's social-emotional development
- Provide mental health consultation and training to direct staff
- Build and implement a Positive Behavior Intervention Support model to use within a home visiting model program

- Children at risk will receive individualized supports through mental health and child development consultation with providers and parents

**Increase use of Screening Tools and Referral Training (START)** - This is an initiative of the Oregon Pediatric Society that increases screening and assessments used by primary care practitioners, and helps them make referrals. START trainings are already in place for child development and maternal depression. Project LAUNCH will help START develop and offer early childhood mental health screening and families risk children training modules.

**Improve Workforce Development** - Under a contract from LAUNCH, the Portland State University Center for the Improvement of Child and Family Services will provide system planning to support a workforce to strengthen early childhood wellness. It will track and coordinate training sessions delivered by Multnomah LAUNCH partners. It will also design and deliver training sessions tailored to support LAUNCH initiatives.

**Community outreach and public information campaign**

As with Wraparound Oregon: Early Childhood, a part of the LAUNCH grant is devoted to raising awareness and educating the public about young child wellness. Using social marketing, the project will promote the idea that there are early childhood resources for everyone, and that all parents can use some support while raising children; promote the use of 211/Parent HelpLine for everyone, including culturally specific communities and non-English speakers; coordinate with community partners to raise public awareness about children's social, emotional and behavioral wellness needs; and partner with community agencies on parenting education.

### Building a long term connection

As the project builds momentum, Elana is devoted to the methodical, but essential task of bringing stakeholders together over a common vision. "There's a lot going on in health and mental health, but providers don't always know how to connect with early childhood services. There are distinct areas of interest that don't overlap a lot," Elana explained.

The success of LAUNCH's direct services will be measured by looking at referral, service and follow-up data, according to Elana. For example, she expects the 211 system to become a much stronger resource for families and the early childhood community.

Evaluating changes to "the system" will be less easy to measure in the short run, she commented.

However, she has already experienced the satisfaction of seeing providers connect during and after meetings. "A great outcome for me is to see people from Kaiser and the Pediatric Society talking right after a meeting," she said. 📌

# MESD trains teachers to score according to new math standards

by Janelle Emery



## Oregon raises the bar by adopting common core standards and teachers gather for a unified math scoring workshop

In October 2010, the State Board of Education adopted **Common Core State Standards** (CCSS) for all K-12 students, in English Language Arts and mathematics.

Student Assessment Services Measurement Specialist **Brian Goldman**, arranged for **Winnie Miller** (retired teacher and former President, Oregon Council of Teachers of Mathematics) and **Lynn Bonser** (teacher, NW Regional ESD) to teach a Math Scoring Training at MESD on March 11th.

Twenty-eight teachers from schools throughout Oregon attended the successful training.

Lynn commented: "The purpose of math scoring is to provide feedback to students, parents and teachers, to show how proficient students are becoming. It's important to have state-wide training and similar expectations. We're making sure we're giving kids the skills that are important in today's world. Hopefully, we can all walk away with inter-rater reliability and be confident our scores will match up."

Winnie added: "Oregon Content Standards are changing. They're more in-depth now. Teachers will go back to their classrooms, ready to apply what they've learned here today."

**Mark Freed** (math education specialist, Oregon Department of Education) also attended the training. Mark said that he wanted to be on site and available for any questions teachers may have. "This is something we should all be doing for our kids. Trainings like this help make math scoring more reliable and valid," said Mark.

Common Core Standards are the foundation of the Oregon Diploma. They are the required academic expectations for all students in order to graduate. Common Core Standards are relevant to real-life problems and reflect the essential skills students need in order to succeed in college and careers. **i**

## Oregon High School students are required to earn the following credits to graduate:

Subject:	Requirements for Class of 2010:	Requirements for Class of 2012:	Requirements for Class of 2014:
English/Language Arts	4	4	4
Mathematics	3	3	3 - Algebra 1 or above
Science	2	3 - Scientific Inquiry or Lab Experiences	3
Social Sciences	3	3	3
Physical Education	1	1	1
Health	1	1	1
Second Language	1	3	3
The Arts			
Career & Technical Ed			
Electives	9	6	6
<b>Total Credits</b>	<b>24</b>	<b>24</b>	<b>24</b>

In addition to the credit requirements, beginning in 2012, students must demonstrate proficiency in identified Essential Skills:

- 2012: Read and comprehend a variety of text
- 2013: Write clearly and accurately
- 2014: Apply mathematics in a variety of settings

# Come on down...

## The 2011 Milestones of Achievement Staff Recognition Reception

Wednesday, May 18, 2011 • 3:45 p.m. • MESD Ainsworth Auditorium

Join us for MESD's annual light-hearted but also heartfelt expression of support for the work of our colleagues on behalf of children, families, schools and our community

Brought to you by a volunteer committee of staff: **Wilma Duff, Bill Uhlig, Helen Hayes, Pattie Lincoln, Joni Muller, Sally Kissell and Janelle Emery**

Credit where credit is overdue: Congratulations to the staff who have reached "Milestones of Achievement"

### 30 Years:

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Janeane Hampton  
Kris Persson

### 25 Years:

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Michael Atkisson  
Tami Cardoza  
Eric Gustafson  
Karla Hobbs  
Barbara Mabe  
Mary Beth Sechrist

### 20 Years:

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Linda Atkinson  
Jill Bennett  
Joni Burt  
Reatha Craig  
Peggy Looney  
Dana MacFarlane  
Shelly Saunders  
Sherry Schroeder  
Peggy Wood

### 15 Years:

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Mollie Banks  
Susan Bouse  
Karen Brice  
Carolyn Cannon  
Robin Cozzolino  
Jeffry Dallas  
Sherry Dechand  
Kristin Erickson-White  
Linda Ford  
Taya Gunsul  
Jodell Johnson  
Tiffany Lenocker  
Debra McCabe  
Rodney McRae  
Dawn O'Neil  
Carolyn Perri  
Margo Scena-Thomas  
Rebecca Silbernagel  
Debra Tran

### 10 Years:

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Debra Andrews  
Jacqueline Bauer  
Ryan Blaszak  
Matthew Brainard  
Deborah Estes  
Tajha Isom  
Joni Hamilton Tolon  
Carolee Iselin  
Bonnie Johnson  
Clay Kelleher  
Susan Korst  
Kerry Landles  
Jodi Lankins  
Karen Lapeyre  
Stacey Lawton  
Melissa Clarke Lee  
Shannon Lee  
Jackie Lenox  
Patricia Locke  
Irena Lukasiewicz  
Thomas McClelland  
Heidi Medcalf  
Otto Myers  
Erin Odonohoe-Davis  
Charlotte Osborn  
Daniel Percich  
Celia Petrucelli-Kreps  
Sherrie Poujade  
Tina Schiebelhut  
Tiffany Scott  
Donna Sibrel  
Craig Woods

### 5 Years:

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Robert Abrams  
Jill Andreyuk  
Opal Joy Bendele  
Monique Buval  
Deborah Carver  
Kristine Cavanaugh  
Linda Ernst  
Ami Gonzalez  
Jonathan Geary  
Sheryl Hirshon  
Ron Hitchcock  
Holly Ingram  
Andrea Jones  
Lindsay Kinney  
Kristal Kuebler  
Jan Larsen  
Kristina Lucas  
Joy May  
Nancy Miller  
Melissa Phong  
Eric Prasoloff  
Enrique Ramirez  
William Ray  
Carrie Schneider  
Debora Seymour  
Leann Teixeira  
Debbie Todd  
Richard Unruh  
Daniel Young



# Help and hope for very young children with disabilities



**Thursday, May 12**

**Melody Ballroom, 615 SE Alder Street, Portland**

*Doors open at 6:00 pm, show from 7:00 – 9:00 pm*

Event tickets: \$15/adult • \$5/kid

\$150/patron table of four

*with additional patron opportunity to donate admission (including a table for four) to a family.*

**All tickets include specialty hors d'oeuvres!**

**What:** Don't miss this year's MESD Idol event! Last year's MESD Idol musicians played to a sold-out audience of over 175 supporters of MESD. This year, the show will be even better with a larger venue and a roster of fearless and enthusiastic musicians who promise to create a fun evening.

**Why:** Funds raised will support MESD's Early Childhood Program's Child Find outreach activities and developmental screening for very young children.

Interested in volunteering? Contact Hannah Jickling at [hjicklin@mesd.k12.or.us](mailto:hjicklin@mesd.k12.or.us) (or by phone at 503-257-1625) or visit our website [www.educateenrich.org/idol](http://www.educateenrich.org/idol) for further details.

## Candidate Forum

**Wednesday, May 4, 2011 • 5 p.m.**  
**MESD Ainsworth Building**  
**Board Room**  
**11611 NE Ainsworth Circle • Portland**

Candidates will introduce themselves and answer questions submitted prior to the forum.

★  
Open question and answer session will follow, time allowing.

Meet the candidates...  
Ask questions...  
Get answers  
Candidates running for MESD's Board of Directors have been invited to participate in this forum

### INTERACTION

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**Anyone can submit one or more questions.**

Submit questions by email:  
**[mesdcandidates@mesd.k12.or.us](mailto:mesdcandidates@mesd.k12.or.us)**