

Multnomah Early Childhood Program Parent Handbook



David Douglas School District
Multnomah Early Childhood Program
5208 NE 122nd Ave. • Portland, OR 97230 • 503-261-5535

My MECP Contacts:

Service Coordinator / Primary Service Provider: _____

Main Number: _____

Administrator: _____

If you would like this information in Spanish, Vietnamese, Russian, Arabic, Chinese, or any other language, please contact us at
(503) 261-5535

Si desea esta información en español, vietnamita, ruso, árabe, chino o cualquier otro idioma, comuníquese con nosotros al
(503) 261-5535

Nếu bạn muốn thông tin này bằng tiếng Tây Ban Nha, Việt Nam, Nga, Ả Rập, Trung Quốc hoặc bất kỳ ngôn ngữ nào khác, vui lòng liên hệ với chúng tôi theo số (503) 261-5535

Если вам нужна эта информация на испанском, вьетнамском, русском, арабском, китайском или любом другом языке, свяжитесь с нами по телефону (503) 261-5535.

إذا كنت ترغب في الحصول على هذه المعلومات باللغة الإسبانية أو الفيتنامية أو الروسية أو العربية أو الصينية أو أي لغة أخرى ، فيرجى الاتصال بنا على
261-5535 (503)

如果您需要西班牙语、越南语、俄语、阿拉伯语、中文或任何其他语言的此信息，请致电 (503) 261-5535 与我们联系



MULTNOMAH
EARLY
CHILDHOOD
PROGRAM

In partnership with David Douglas School District

EARLY INTERVENTION / EARLY CHILDHOOD SPECIAL EDUCATION

5208 NE 122nd Avenue, Portland, Oregon 97230 | Phone (503) 261-5535 | Fax (503) 894-8229

Florence Protopapas, Director of Student Services

Jeanett Sealy, Director of Early Intervention/ Early Childhood Special Education

Dear Parents and Guardians:

On behalf of the David Douglas School District, I would like to welcome you to the Multnomah Early Childhood Early Intervention (EI) / Early Childhood Special Education (ECSE) Program.

We believe the family is the most important source of love, learning, and decision-making for each child. Our goal is to honor and respect the hopes and dreams you have for your child as we work together. We will listen, provide support, and assist you in encouraging your child's development.

Multnomah Early Childhood Program (MECP) is committed to providing quality services to your child and your family. We have been fortunate to attain highly skilled staff and are very proud of the services they provide. MECP will continue to review and refine our services by making data-based decisions, reviewing student progress on IFSP goals, and analyzing data from the Assessment, Evaluation and Programming System (AEPS), which is summarized on Oregon's EI/ECSE State Report Card. MECP will also continue to reflect on the demographic data for our county and engage in conversations with our families and community partners as we strive to provide equitable and culturally affirming interventions and services across the program. We welcome your feedback about the services you receive.

We value your knowledge and invite you to actively participate in your child's educational program. We recognize that you are your child's best advocate and an invaluable member of the educational team. EI/ECSE services build upon the strengths and priorities of your family.

Yours truly,

Jeanett Sealy
Multnomah Early Childhood Program Director

GENERAL INFORMATION

Multnomah Early Childhood Program provides special education services to children birth to three years (Early Intervention), and children 3 years to 5 years of age (Early Childhood Special Education). We serve children and families living in Multnomah County school districts: Portland, Corbett, Gresham/Barlow, Reynolds, Centennial, David Douglas, Parkrose, and Riverdale. MECP is funded by the Oregon Department of Education (ODE).

WHO WE ARE

Multnomah Early Childhood Program (MECP), under contract with the David Douglas School District, provides intervention services to children birth to age five who experience developmental delays or disabilities. Early Intervention/Early Childhood Special Education (EI/ECSE) services support a child's growth and development in the areas of cognition, communication, motor, adaptive, and social-emotional skills as outlined in each child's Individual Family Service Plan (IFSP). The focus of EI/ECSE service is to build on family strengths to meet the individual needs of the child. Family members, caregivers, and preschool teachers work with service providers to determine strategies for teaching the child in daily situations where learning occurs. Services may include providing the family with specific information about their child's delay, working with families to incorporate teaching strategies into daily family routines, connecting the family to community resources, and coaching parents, family, caregivers, and teachers on specific skills to assist their child.

Our purpose is to work together with all partners, including the family and caregivers, to enhance every child's potential. We strive to be family-centered, demonstrate respect, work together cooperatively, demonstrate integrity, and use open communication. These core values are evident in our work with families, community partners, and with each other.

At MECP we believe:

- Multnomah Early Childhood Program (MECP) is committed to equity and the success of every child and family we serve. This commitment means that children's success will not be predicted based on race, ethnicity, gender identity, color, religion, national origin, immigration status, language, family economics, culture, mobility, or disability.
- Young children with disabilities and their families are full members of our community.
- Inclusion is the driving principle and the foundation for the range of services and support we provide to young children and families.
- The educational practice of separating and isolating children with disabilities does not promote a sense of belonging.
- Collaboration between everyone involved in the child's life is a cornerstone for implementing high-quality early childhood inclusion.
- Specialized services and therapies must be embedded into daily routines and early childhood activities.

MECP follows the Division of Early Childhood (DEC) / National Association for the Education of Young Children (NAEYC) definition of early childhood inclusion: “Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high-quality early childhood programs and services are access, participation, and support.”

Your child has been recently made eligible for Early Intervention or Early Childhood Special Education services. These services will be provided by MECP and will be described in your child’s Individual Family Service Plan (IFSP).

Below are the definitions of some common terms that are important to know.

Early Intervention (EI):

The Birth to Three program provides intervention for infants and toddlers with developmental disabilities who live in Multnomah County. Following a conversation with your family, the IFSP team will identify goals and services based on your child’s needs and your priorities. A primary service provider will be assigned to your family. Services are provided across a variety of natural environments. These environments include the child’s home and/or community settings such as Early Head Start, child care centers, community playgroups, parent education groups, and recreational facilities.

Early Childhood Special Education (ECSE):

Multnomah Early Childhood Program provides a variety of special education and related services to eligible children ages 3-5 years of age who live in Multnomah County. ECSE services are provided through direct instruction, consultation with community providers, and parent coaching. These services are provided in typical settings which may include community preschools, private preschools/child care centers, homes, and other settings. Early Childhood Special Education classrooms can also be considered by the IFSP team when data supports the need for a higher level of specialized instruction for a child to make progress on their IFSP goals.

Individual Family Service Plan (IFSP):

The IFSP contains information about your child’s strengths, interests, and routine-based developmental goals. Your participation in the IFSP team process is important. You may invite other family members or other people to participate in IFSP meetings. EI / ECSE team members may include Early Intervention/Early Childhood Special Education teachers, a local school district representative, a school nurse, administrator, speech pathologist, occupational therapist, physical therapist, vision specialist, hearing specialist, and other related service personnel. The IFSP is written annually and progress is reviewed throughout the year. Changes and/or additions to the goals and objectives, services, and/or placement may be discussed and implemented at any time.

Primary Service Provider:

MECP uses a Primary Service Provider (PSP) approach. The Primary Service Provider (PSP) is defined as one professional who provides support in the child's educational environment (i.e. home, community preschool, childcare). That provider is supported by other professionals through joint visits and collaborative consultation. The need for and the intensity of joint visits depends on the child, family, and the primary service provider's needs.

Service Coordination:

MECP will provide a service coordinator to enhance collaboration across service providers and community partners. Service coordinators may also assist you in locating needed resources in the community. They may refer you to regional service providers, community health providers, Multnomah County Developmental Disabilities Family Consultants, and/or mental health providers serving Multnomah County.

Transition:

Planning and support services are provided for any major change of service. A transition plan is developed for your child prior to their third birthday to determine eligibility for continuation of services. As your child approaches kindergarten age, another transition is planned. You and the local school district evaluation team will determine if there is a need for further evaluation and develop a plan for your child's enrollment in kindergarten.

Collaborative Consultation Meetings:

The purpose of monthly collaborative consultation meetings is for MECP staff to meet regularly with community providers to review IFSP goals, celebrate successes, find solutions and make a plan for what will occur during visits in your child's childcare or preschool classroom.

(ECSE only) Extended Year Service (EYS):

We follow a year-round schedule and our longest break is five weeks. Some children may need services beyond the typical school year. These services are provided to children who may or have demonstrated severe loss of skills (regression) and/or unusual difficulty regaining previously learned skills (recoupment) during times when service is typically not provided, e.g., three-week summer break, winter and spring break. The purpose of EYS is to maintain your child's learning skills or behavior, not the teaching of new skills or behavior. The IFSP team will review progress and data on the individual goals and other information to determine if a child needs extended services and what type of service would be appropriate to prevent regression or recoupment.

Evaluation Beyond Initial Eligibility:

Additional evaluation may be completed for the following reasons:

- Your child is transitioning from Early Intervention to Early Childhood Special Education.
- Additional developmental information is needed to address your child's educational needs for program planning.
- Additional developmental information is needed to decide your child's continued eligibility.

Permission to re-evaluate would be obtained from you. Once the evaluation is completed, an IFSP team meeting will be held to discuss the results of the testing.

Columbia Regional Inclusive Services (CRIS):

Children with low incidence special needs, and who qualify, receive services through Columbia Regional Inclusive Services (CRIS). CRIS includes services for children who are eligible under one of the following eligibility categories: Vision Impairment, Deaf and Hard of Hearing, Deaf / Blind, Orthopedic Impairment, Traumatic Brain Injury (TBI), and Autism Spectrum Disorder.

Routines-Based Model (RBM):

The Routines-Based Model integrates best practice strategies for early interventionists and early childhood special educators. Research has shown that a strong predictor of outcomes for early intervention is the relationship of a primary service provider with the family, caregivers and teachers. The approach is to provide quality intervention in the most relevant places, at the most relevant times, by the most relevant people. By using family-centered practices (ex. the Ecomap, Routine-Based Interviewing, a primary service provider approach, support-based home visits, and collaborative consultation to childcare and preschools) primary service providers ensure the best outcomes for children and families.

Routines-Based Interview (RBI):

MECP uses a Routines-Based Interview (RBI) as a component of the Routines-Based Model (RBM). The RBI is an in-depth discussion about your family's day-to-day living or as much of it as you want to tell us. The main purpose is to help you identify your priorities for the intervention plan we will develop together, and to determine how best to provide support to your child and family.

Positive Behavioral Interventions and Supports (PBIS):

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based framework for promoting positive behavior. PBIS emphasizes reinforcing desired behaviors during daily activities in your child's natural environment. Some of the key components to PBIS include nurturing and responsive relationships, supportive environments, and targeted social and emotional support. When these pieces are in place challenging behaviors are less likely to occur. If these foundational supports are not adequate to prevent challenging behaviors, PBIS provides a path to more targeted intervention.

PARENT PARTICIPATION

Frequent and consistent participation allows your child to receive the greatest benefit from early childhood services. Please talk with your child's service coordinator if a home visit or IFSP team meeting time needs to be canceled or rescheduled. Consistent communication between you and your service provider is very important to provide effective services. Based on your preferences, communication may occur in a variety of ways - phone calls, email, text, video conferencing, and in-person meetings.

Oregon Administrative Rules (OARs) require your participation in the eligibility/IFSP/placement process of your child. Your signed consent is required for the initial evaluation, initial placement in Special Education services, and to obtain or release records to specific agencies. We realize that family life is full of commitments and demands on your time. Your participation may include meetings at home or your child's school. If you are unable to participate in person, talk with your service provider so that accommodations to ensure your participation in your child's services can be made.

INTERVENTIONS FOR CHALLENGING BEHAVIOR

MECP's philosophy on behavior is based on a prevent-teach-reinforce model. Many young children engage in challenging behavior throughout early development. Safety is always our first concern, so children may not hurt themselves, hurt others, or hurt the environment. Challenging behaviors can interfere with the acquisition of new skills, and/or socially isolate the child. MECP uses Positive Behavior Intervention and Support (PBIS) to assist children with challenging behaviors. These services and strategies may include:

- Designing environments and activities to prevent challenging behavior.
- Helping all children develop appropriate behaviors by teaching replacement skills.
- If needed, a behavior plan will be written to identify effective positive behavior interventions.
- Accessing behavior and/or mental health consultation or other resources for the child and family.

Given the family-focused nature of early childhood education, we believe that the family plays a critical role in addressing challenging behavior. A coordinated effort between family members and the staff is needed to ensure interventions are effective and efficient and address both the child's and family's needs and strengths. You will be included in conversations regarding your child's behavior and the impact it may be having on their learning. Decisions about interventions and behavior plans will be made in cooperation with you, through the Individualized Family Service Plan (IFSP) team process.

ATTENDANCE

Attendance is very important to the success of your child. If you find that your child will not be in attendance in any MECP program, including home visits, please call your service provider or the main phone number for MECP - 503-261-5535.

Staff are not able to provide "make-up" services for those missed due to child/parent illness or other family conflicts. If however, you find that your child has missed multiple appointments due to the provider's absence or cancellation, compensatory services may be considered. Please talk to your service coordinator if this occurs.

EMERGENCY CLOSURES

Information related to emergency closures is posted on the Flash Alert system located here:
<http://flashalertportland.net/>

In addition, many local radio and tv stations broadcast information about late openings and closures due to ice, snow or other weather conditions that make driving conditions hazardous. For home visits, if the school district that you reside in closes, MECP services will be canceled as well. If your child attends an MECP classroom or community preschool, and the school district closes, MECP services in that district will also be canceled.

If the district you live in is closed there will be no transportation to your child's site. If a school district announces a late start, the MECP classrooms in that district will not be open for morning classes. In the event of a late start, transportation will not be provided for that day.

HEALTH GUIDELINES

The MECP staff are committed to providing quality services in a safe and healthy environment. Young children are susceptible to viruses and infections. Please see *"Keep me home if..."* on page 9 for guidance.

For children being served in community preschools, Head Starts, and homes: If staff observe that your child may have a communicable condition (for example, head lice/nits or a skin rash), MECP staff will follow the policy of the community preschool and Head Start and will continue to serve. MECP can help connect you to the school nurse for resources on how to help in these situations.

For children attending MECP ECSE classrooms: If staff observe that your child may have a communicable condition (for example live lice or a skin rash), we will call to inform you of the condition.

Head Lice: The most effective prevention against the spread of head lice is for the parents to check their children regularly for lice and nits (eggs). Students with nits only may remain at school. Students with live lice may be allowed to remain for the rest of the day or be excluded from school if their symptoms prevent them from focusing and participating in class. Lice treatment information will be sent home with those who have either nits or lice. Please review your school program's policy for clarification. All students may return to school after treatment has begun. Current evidence and national recommendations do not support classroom or school-wide screenings as a measure for decreasing the incidence of head lice among school-age children; such practices can deny students their right to privacy and to educational time.

Please cancel your child's MECP appointment if your child has the following symptoms or conditions:

- Nausea or vomiting
- Fever (of 100 degrees or more)
- Unidentified rash
- Diarrhea
- Eye redness and discharge
- Ear drainage that is thick and colored
- Sore throat with elevated temp
- Open, draining sores

The following guidelines should be observed when deciding to return to MECP services:

- **Fever-** A child must be free of fever for 48 hours before returning to the program.
- **Nausea, Vomiting, or Diarrhea-** It is recommended that a child be free of symptoms for 48 hours prior to returning to the program.
- **Colds-** Children should stay home if they are uncomfortable or do not feel up to participating in activities or playing.

- **Strep throat-** If strep is diagnosed, wait at least 24 hours from the first dose of antibiotics before returning to the program.
- **Communicable Diseases-** Please send a note from your physician when your child returns to the program.

Medical Protocols: If your child has health issues or a medical condition that may impact the teaching-learning process or require emergency intervention, please contact the service coordinator and the nurse that serves the MECP program. In our Early Childhood Special Education classrooms, medical or emergency protocols can be developed by the registered nurse and reviewed with you and the staff. The respective transportation companies will be provided directions (protocols) to review and have accessible by bus drivers.

Keep Me Home If...



Two or more times in 24 hours.



Temperature of 100.5°F or more (taken orally).



Three or more watery or loose stools in 24 hours.



With fever or swollen glands.



Thick mucus or pus draining from the eye.



Rash with itching or fever. Open sores, especially with drainage. Lice or scabies.



Unusually tired, confused, cranky, pale or notable loss of appetite.

When your child is sick:

1. Have plans for backup child care.
2. Tell your caregiver what is wrong with your child, even if they stay home.
3. Keep your child home for 48 hours after symptoms are gone.

REPORTING OF CHILD ABUSE

All MECP employees are mandatory reporters and must report, or cause a report to be made, when there is a reasonable cause to believe that a student has been abused. School employees who, in good faith and on the basis of reasonable grounds, make a child-abuse report are protected from any civil or criminal liability in connection with such a report.

EDUCATIONAL RECORDS

Multnomah Early Childhood Program complies with regulations set forth in the Family Educational Rights and Privacy Act, Oregon Revised Statutes, Oregon Administrative Rules, and David Douglas School District Board Policies regarding the maintenance, disclosure of education records, and transfer of your child's education record. You may review your child's permanent education record and/or The David Douglas School District Board Policies by contacting the Program Administrator.

Your child's education record is maintained at the Multnomah Early Childhood Program office. Access to your child's record is limited to you, your child (age 18 or older), David Douglas School District school officials, and teaching staff including itinerant and related service providers determined to have legitimate educational interests in the education of your child. In addition, Multnomah Early Childhood Program may provide access to your child's educational record to the staff within the following educational agencies, if they provide educational services to your child:

- Columbia Regional Inclusive Services (CRIS)
- Contract employees
- Resident school district employees and programs
- Department of Human Services (DHS)

Under health or safety emergency situations, relevant personally identifiable information will be released to requesting agencies/officials. Personally identifiable information maintained by MECP includes your child's name, address, parent/family names, phone number, photograph, eligibility codes for special education services and date of eligibility, current IFSP date, educational placement; and types of services your child is currently receiving, e.g., occupational therapy or speech therapy. MECP will not release personally identifiable information to non-educational agencies without prior written consent from the parent/legal guardian. Personally identifiable information is released without written, parent consent only to the parties listed above who have a legitimate educational interest in your child and who must also comply with statutes regarding confidentiality.

Release or Transfer of Records:

Multnomah Early Childhood Program officials or staff will request your written consent before releasing records to other agencies, except to any educational entity. A copy of your child's evaluation report(s), Individual Family Service Plan, and eligibility statement(s) will be sent to your local district representative **without signed parental consent**. Parents may request, **in writing**, that copies of certain records be sent to other agencies, e.g. physicians, private therapists, etc. MECP records will comply with such requests within 10 days of receipt of your signed request/release. If you should move outside the service area, MECP records will forward the original education record to the new school/educational agency within 10 days of written notification by the district.

Reviewing Your Child's Records:

After identification (usually at the Eligibility, IFSP, and Placement meeting) you will receive a copy of your child's eligibility statement for special education services, a copy of the evaluation report/record review statements, a copy of the IFSP, and a copy of the Consent for Initial Placement in Special Education. At least annually, you will receive copies of the current IFSP, which includes a review and determination of services and placement. These documents make up the majority of your child's permanent educational record. If you would like to review your child's education record, please contact the Program Administrators to set up an appointment. An appointment will be scheduled to meet with you and answer questions about the records. For EI: within 10 calendar days of your request. For ECSE: within 45 calendar days of your request. Copies of records will be made available upon request.

Legally, both biological parents have the right to review their child's educational records. If there is one custodial parent, they cannot prevent the other parent from accessing the child's record. The only exception to this involves a court order or specific wording in a legal divorce agreement. If this is the case, the service coordinator must be provided with a copy of the court document to confirm the rights of each parent's right to access records, make educational decisions and participate in the education are in place or have been rescinded.

Request to Change Records:

If upon review of the records you believe the records are inaccurate, misleading or otherwise in violation of your child's privacy or other rights, you may request amendment of the child's educational record. The Program Administrators will review your request and notify you of the changes that will be made or of the decision not to amend the record as requested. If the request to amend the record is denied, you have the right to a hearing. Parents can obtain information on how to request a hearing from the Program Administrators.

Retention/Destruction of Records:

The original copy of your child's education records will be transferred when your child transfers to the local district just prior to Kindergarten. MECP will maintain a copy of your child's education record for 5 years after your child exits the Program. Records will be destroyed after five years if there are no outstanding requests to review the file. Parents will be notified of the destruction date.

Should you have any questions or concerns regarding your child's Individualized Family Service Plan (IFSP), [please refer to your EI / ECSE procedural safeguards](#). If you need a copy of your procedural safeguards, please let your service coordinator know or call us at 503-261-5535.

Multnomah Early Childhood Program

2024-2025 FAMILY EI Calendar

July 2024

M	T	W	T	F
1	2	3	4 H	5 X
8	9	10	11	12 X
15	16	17	18	19 X
22	23	24	25	26 X
29 X	30 X	31 X		

Total Service Days:

August 2024

M	T	W	T	F
			1 X	2 X
5 X	6 X	7 X	8 X	9 X
12 X	13 X	14 X	15 X	16 X
19	20	21	22 PD	23 PD
26	27	28	29	30 X

Total Service Days:

September 2024

M	T	W	T	F
2 H	3	4	5	6 X
9	10	11	12	13 X
16	17	18	19	20 X
23	24	25	26	27 X
30				

Total Service Days:

October 2024

M	T	W	T	F
	1	2	3	4 X
7 X	8 X	9 X	10 X	11 X
14	15	16	17	18 X
21	22	23	24	25 X
28	29	30	31	

Total Service Days:

November 2024

M	T	W	T	F
				1 X
4	5	6	7	8 X
11 H	12	13	14	15 X
18	19	20	21	22 X
25 X	26 X	27 X	28 H	29 X

Total Service Days:

December 2024

M	T	W	T	F
2	3	4	5	6 X
9	10	11	12	13 X
16	17	18	19	20 X
23 X	24 X	25 H	26 X	27 X
30 X	31 X			

Total Service Days:

January 2025

M	T	W	T	F
		1 H	2 X	3 X
6	7	8	9	10 X
13	14	15	16	17 X
20 H	21	22	23	24 X
27	28	29	30	31 X

Total Service Days:

February 2025

M	T	W	T	F
3	4	5	6	7 X
10	11	12	13	14 X
17 H	18 X	19 X	20 X	21 X
24	25	26	27	28 X

Total Service Days:

March 2025

M	T	W	T	F
3	4	5	6	7 X
10	11	12	13	14 X
17	18	19	20	21 X
24 X	25 X	26 X	27 X	28 X
31 X				

Total Service Days:

April 2025

M	T	W	T	F
	1 X	2 X	3 X	4 X
7	8	9	10	11 X
14	15	16	17	18 X
21	22	23	24	25 X
28	29	30		

Total Service Days:

May 2025

M	T	W	T	F
			1	2 X
5 X	6 X	7 X	8 X	9 X
12	13	14	15	16 X
19	20	21	22	23 X
26 H	27	28	29	30 X

Total Service Days:

June 2025

M	T	W	T	F
2	3	4	5	6 X
9	10	11	12	13 X
16 X*	17 X*	18 X*	19 H	20 X*
23 X	24 X	25 X	26 X	27 X
30 X				

Total Service Days:

H = Holiday X = Non-Service Day PD = Professional Development X* = Potential Snow Day Make-up
 Total # of service days program provides services: (All days left blank in calendar above are considered service days).

Multnomah Early Childhood Program 2024-2025 FAMILY ECSE Calendar

July 2024

M	T	W	T	F
1	2	3	4 H	5 X
8	9	10	11	12 X
15 X	16 X	17 X	18 X	19 X
22 X	23 X	24 X	25 X	26 X
29 X	30 X	31 X		

Total Service Days:

August 2024

M	T	W	T	F
			1 X	2 X
5 X	6 X	7 X	8 X	9 X
12 X	13 X	14 X	15 X	16 X
19	20	21	22 PD	23 PD
26	27	28	29	30 X

Total Service Days:

September 2024

M	T	W	T	F
2 H	3	4	5	6 X
9	10	11	12	13 X
16	17	18	19	20 X
23	24	25	26	27 X
30				

Total Service Days:

October 2024

M	T	W	T	F
	1	2	3	4 X
7	8	9	10 X	11 X
14	15	16	17	18 X
21	22	23	24	25 X
28	29	30	31	

Total Service Days:

November 2024

M	T	W	T	F
				1 X
4	5	6	7	8 X
11 H	12	13	14	15 X
18	19	20	21	22 X
25 X	26 X	27 X	28 H	29 X

Total Service Days:

December 2024

M	T	W	T	F
2	3	4	5	6 X
9	10	11	12	13 X
16	17	18	19	20 X
23 X	24 X	25 H	26 X	27 X
30 X	31 X			

Total Service Days:

January 2025

M	T	W	T	F
		1 H	2 X	3 X
6	7	8	9	10 X
13	14	15	16	17 X
20 H	21	22	23	24 X
27	28	29	30	31 X

Total Service Days:

February 2025

M	T	W	T	F
3	4	5	6	7 X
10	11	12	13	14 X
17 H	18 X	19	20	21 X
24	25	26	27	28 X

Total Service Days:

March 2025

M	T	W	T	F
3	4	5	6	7 X
10	11	12	13	14 X
17	18	19	20	21 X
24 X	25 X	26 X	27 X	28 X
31 X				

Total Service Days:

April 2025

M	T	W	T	F
	1 X	2 X	3 X	4 X
7	8	9	10	11 X
14	15	16	17	18 X
21	22	23	24	25 X
28	29	30		

Total Service Days:

May 2025

M	T	W	T	F
			1	2 X
5	6	7	8 X	9 X
12	13	14	15	16 X
19	20	21	22	23 X
26 H	27	28	29	30 X

Total Service Days:

June 2025

M	T	W	T	F
2	3	4	5	6 X
9	10	11	12	13 X
16 X*	17 X*	18 X*	19 H	20 X*
23 X	24 X	25 X	26 X	27 X
30 X				

Total Service Days:

H = Holiday **X** = Non-Service Day **PD** = Professional Development **X*** = Potential Snow Day Make-up **F** = First day for ECSE Classrooms
Total # of service days program provides services: (All days left blank in calendar above are considered service days).

Multnomah Early Childhood Program

2024-2025 FAMILY ECSE Calendar – MECP LEAP CLASSROOMS

July 2024

M	T	W	T	F
1 X	2 X	3 X	4 H	5 X
8	9	10	11	12 X
15 X	16 X	17 X	18 X	19 X
22 X	23 X	24 X	25 X	26 X
29 X	30 X	31 X		

Total Service Days:

August 2024

M	T	W	T	F
			1 X	2 X
5 X	6 X	7 X	8 X	9 X
12 X	13 X	14 X	15 X	16 X
19	20	21	22 PD	23 PD
26	27	28	29	30 X

Total Service Days:

September 2024

M	T	W	T	F
2 H	3 F	4	5	6 X
9	10	11	12	13 X
16	17	18	19	20 X
23	24	25	26	27 X
30				

Total Service Days:

October 2024

M	T	W	T	F
	1	2	3	4 X
7	8	9	10	11 X
14	15	16	17	18 X
21	22	23	24	25 X
28	29	30	31	

Total Service Days:

November 2024

M	T	W	T	F
				1 X
4	5	6	7	8 X
11 H	12	13	14	15 X
18	19	20	21	22 X
25 X	26 X	27 X	28 H	29 X

Total Service Days:

December 2024

M	T	W	T	F
2	3	4	5	6 X
9	10	11	12	13 X
16	17	18	19	20 X
23 X	24 X	25 H	26 X	27 X
30 X	31 X			

Total Service Days:

January 2025

M	T	W	T	F
		1 H	2 X	3 X
6	7	8	9	10 X
13	14	15	16	17 X
20 H	21	22	23	24 X
27	28	29	30	31 X

Total Service Days:

February 2025

M	T	W	T	F
3	4	5	6	7 X
10	11	12	13	14 X
17 H	18	19	20	21 X
24	25	26	27	28 X

Total Service Days:

March 2025

M	T	W	T	F
3	4	5	6	7 X
10	11	12	13	14 X
17	18	19	20	21 X
24 X	25 X	26 X	27 X	28 X
31 X				

Total Service Days:

April 2025

M	T	W	T	F
	1 X	2 X	3 X	4 X
7	8	9	10	11 X
14	15	16	17	18 X
21	22	23	24	25 X
28	29	30		

Total Service Days:

May 2025

M	T	W	T	F
			1	2 X
5	6	7	8	9 X
12	13	14	15	16 X
19	20	21	22	23 X
26 H	27	28	29	30 X

Total Service Days:

June 2025

M	T	W	T	F
2	3	4	5	6 X
9	10	11	12	13 X
16 X*	17 X*	18 X*	19 H	20 X*
23 X	24 X	25 X	26 X	27 X
30 X				

Total Service Days:

H = Holiday X = Non-Service Day PD = Professional Development X* = Potential Snow Day Make-up F= First day for ECSE Classrooms
 Total # of service days program provides services: (All days left blank in calendar above are considered service days).



In partnership with David Douglas School District
EARLY INTERVENTION / EARLY CHILDHOOD SPECIAL EDUCATION
5208 NE 122nd Avenue, Portland, Oregon 97230 | Phone (503) 261-5535 | Fax (503) 894-8229
Florence Protopapas, Director of Student Services
Jeanett Sealy, Director of Early Intervention/ Early Childhood Special Education

Dear Caregivers,

Thank you for participating in the Multnomah Early Childhood Program (MECP). In collaboration with you, MECP will help you to increase learning opportunities during your family's daily routines at home and out in the community. We value your expertise and knowledge about your child and their development.

You are your child's best teacher. Research tells us children learn through interactions with people and materials in their environment; learning happens throughout the day within routines, not in sessions or lessons. With your help, during home visits, we will decide on goals for learning, share in the planning process, and be equal partners in decision-making regarding techniques and strategies. Opportunities to practice intervention strategies and generalize skills will occur between MECP visits.

To ensure a collaborative learning environment during MECP visits in your home, we request your attention to the following guidelines:

- Please be fully prepared to be present and participate.
- Please limit all distractions from the learning environment (i.e. family pets, television, electronics).
- Please put away potentially dangerous items (i.e. guns, weapons, etc.).
- Please refrain from smoking and alcohol use.
- Please dress appropriately.

MECP provides services Monday through Thursday beginning at 8:00 am and ending by 3:30 pm. Visit times will be scheduled at regular, consistent, and agreed-upon times with your MECP primary service provider (PSP). Your PSP will confirm each visit with you to ensure everyone in the household is healthy. This will be done by phone, email, and/or text message. If your PSP does not get a response, they will arrive for the scheduled visit.



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MECP will not enter homes if someone in the home is feeling unwell, following the guidelines from the MECP Parent Handbook:

- Fever, nausea, vomiting, diarrhea, strep throat, and communicable diseases: must be symptom-free for 48 hours before resuming regular services with your PSP.

Please give as much notice as possible if you need to cancel the visit for any reason. We look forward to working with you. By accepting/agreeing to any EI/ECSE Services in the home environment (e.g., home visits, family engagement/teaching, meetings, etc), you are agreeing to the above caregiver contract for the duration your child(ren) is/are in EI/ECSE services with the Multnomah Early Childhood Program.

Parent / Guardian

Date

Provider

Date