

**ALTERNATIVE EDUCATION
Lane County Public Schools
Annual Program Site Evaluation
2012-13**

Program/School Name Looking Glass – Center Point

Health & Safety – Facility Condition

Is the facility clean & orderly Yes ☒ No ☐

Comments: _____

Does facility meet safety code Yes ☒ No ☐

Comments: _____

Attendance/Discipline Policy (collect copy of program's Attendance & Discipline Policy)

Are district attendance reporting policies being adhered to? Yes ☒ No ☐

Comments: > 3 unexcused: Notify school district. If 10 day; Drop.

Is attendance taken daily? Yes ☒ No ☐

Comments: _____

Is there an effective method of presenting & enforcing attendance policies? Yes ☒ No ☐

Comments: excessive absences: IEP team meeting is called to determine appropriateness of the placement

Are discipline procedures posted? Yes ☒ No ☐

Comments: Expectations are posted. Consequences and discipline procedures are listed in the student and parent handbook.

Are students alert and engaged? Yes ☒ No ☒

Comments: Varied levels of engagement. Some student doing math on-line: high engagement. Some students doing individual seatwork. According to the teacher, student typocall do packets, wgich makes high levels of engagement disputable.

Curriculum

What does a lesson plan look like for an average day?

attached

How are the needs assessed and met for IEP students?

OAKS – practice tests, CBM and cumulative review of materials, WRAT, Diagnostic Inventoru of Reading

Is curriculum state approved? Yes ☒ No ☐

Comments: _____

What criteria are used for awarding grades/credits? (i.e. proficiency, mastery, project, seat-hours) _____

Seat hours, 80% criteria on assignments, (if not 80%: opportunity to correct) No letter grades, P/NP (kids don't earn GPA at Center Point)

Has the program been consistent in reporting credits/grades to contracting district? Yes ☒ No ☐

Comments: _____

Teacher Evaluation

Does instructor show ability to engage students? Yes ☒ No ☒

Comments: If 1:1. Much of student work is through completing packets.

What is the instructor's style of presentation? On-Line, packets, Teachers support students doing the work.

Is instructor accredited by the state of Oregon? Yes ☒ No ☐

Comments: 2 licensed SpEd Teachers; 1 GenEd Language Arts Teacher.

Has a background investigation been done on all personnel? Yes ☒ No ☐

Comments: _____

Site Evaluation Completed by:

Monique Siemerink
Name

Bethel
School District

Date: May 13, 2013

LOOKING GLASS CENTER POINT SCHOOL CLASS SYLLABUS

CLASS: Health and Wellness

TERM: Spring 2013: April 8, 2012- June 14, 2012

TIME/PLACE: Mondays and Tuesdays, 9:15 am – 10:00 am and 10:05 am – 10:50 am in the west group room

MATERIALS/PREPARATION NEEDED: All materials will be provided by Center Point School.

GENERAL DESCRIPTION: "Us and Them" is a class which introduces students to cultural conflicts throughout American history. Students learn about significant incidents in which cultures have clashed, events leading up to those incidents, and the attitudes on all sides of the surrounding issues. Students learn to identify the effects of intolerance in guiding the outcome of cultural conflicts.

GOAL/OBJECTIVE: The goal of this course is to assist students in developing increased cultural awareness as well as understanding of the effects of intolerance on a society.

OREGON STANDARDS: HE.HS.AT.01, HE.HS.HE.01, HE.HS.IP.01, HE.HS.PA.01, HE.HS.SH.01

EXPECTATIONS/GUIDELINES FOR CREDIT:

1. Students will be expected to attend daily with no more than two times out-of-group whether staff directed or student directed personal time.
2. Students are asked to stay on task, and be active in discussions and attentive to teaching and participate in readings.
3. Students will be expected to demonstrate understanding of core course terminology and information.
4. Students will be asked to keep a journal of notes presented during the course.

Behavioral expectations are outlined on the student's daily Success Chart.

DATES AND SPECIFIC LESSON PLANS FOR EACH CLASS:

Today the students learned about
040813-041213 Today the students read and discussed "The Silencing of Mary Dyer."
041513-041913 Today the students read and discussed "Blankets for the Dead."
042213-042613 Today the students read and discussed "No Promised Land."
042913-050313 Today the students read and discussed "In the City of Brotherly Love."
050613-051013 Today the students read and discussed "Harriet Jacob Owns Herself."
051313-051713 Today the students read and discussed "A Rumbling in the Mines."
052013-052413 Today the students read and discussed "Ghost Dance and Wounded Knee."
052713-053113 Today the students read and discussed "Untamed Border."
060313-060713 Today the students read and discussed "A Rose for Charlie."
061013-061413 Today the students read and discussed "Home was a Horse Stall."

Human Anatomy

Spring Quarter, 2 days a week

Description:

Human anatomy is a required social skills class. The students learn about the various systems of the body as well as the affect outside forces can have on their bodies. The class utilizes a wide range of multimedia tools as well as personal projects and lectures in order to help the students best understand the content of each lesson.

State Standards:

Acquire knowledge and skills to understand the physical, social, emotional effects of alcohol, tobacco, and other drugs and their use. [Related OARs: OAR 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12); OAR 581-022-1210 District Curriculum and Instruction in the area of prevention education in drugs and alcohol.]

HE.HS.EH.01 Identify ways to prevent exposure to the sun, including tanning beds.

HE.HS.EH.02 Analyze influences that encourage young people to abstain from protecting oneself from the sun and influences that encourage the use of tanning beds. (Analyzing Influences)

HE.HS.PA.01 Explain physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease.

Syllabus:

Week 1

Day 1: Integumentary System

Day 2: Sun bathing, tatoos

Week 2

Day 1: Immune system – Lymphantic Systems

Day 2: Illnesses

Week 3

Day 1: Digestive system – Urinary System

Day 2: Eating disorders

Week 4 – No Wednesday

Day 1: Liver

Day 2: Alcohol

Week 5

Day 1: Respiratory System

Day 2: Smoking, smoke

Week 6

Day 1: Circulatory system

Day 2: Caffeine and other stimulants

Week 7

Day 1: Nervous System

Day 2: Drugs - inhalants

Week 8 – No Monday

Day 1: Skeletal System

Day 2: Jumping, running, broken bones

Week 9

Day 1: Muscular System

Day 2: Working out, steroids

Week 10 – No Thursday

Day 1: Endocrine System

Day 2:

<http://kidshealth.org/kid/htbw/>

<http://www.healthline.com/human-body-maps#8/1>

LOOKING GLASS CENTER POINT SCHOOL CLASS SYLLABUS

CLASS: Simple Science

TERM: Spring Quarter 4 2013

TIME/PLACE: Mondays & Tuesdays 1:05-1:50 or 1:55-2:40, West Classroom

MATERIALS/PREPARATION NEEDED:

Week 1: Maple syrup, pancake syrup, cane sugar, splenda, honey, honey flavoring, fresh orange juice, concentrate orange juice, paper, pencil

Week 2: Apples, potatoes, pepsi, coke, generic soda, cotton ball, vanilla extract

Week 3: sugar, salt, water, food coloring, clear glasses

Week 4: Marshmallows, food coloring, microwave, toothpicks

Week 5: Black marker, felt tip pens, ink pens, 8 oz clear glass, paper towel, paper clip, rubbing alcohol, nail polish remover

Week 6: 16 oz plastic soda bottle, hydrogen peroxide, dishwashing liquid, food coloring, yeast, funnel, aluminum cake pan

Week 7: Bowl, measuring cups, water, cornstarch, food coloring, baggie

Week 8: Crayons, white poster board, pencil, glue, permanent marker, newspapers, hair dryer

Week 9: 4 x 6 picture, ruler, black marker, pencil, white paper 8x12, white and black tempera paint, cotton swabs

Week 10: Coffee cans, baggies, rock salt, ice, flavored milk, flavorings, tubs, spoons

GENERAL DESCRIPTION: Science is a social skills development group that offers students a hands-on opportunity to explore science through simple experiments. Experiments are conducted in pairs or small groups, allowing students to practice cooperation.

GOAL/OBJECTIVE: Students will learn about the human body and its proper functions from a cellular level through organ functions. Discussions based on student reactions and experiments will offer opportunities for students to work together in a positive manner, practicing patience, sharing, and joint learning.

LESSON PLANS:

Week 1: Students will experiment with sugar and non natural sugar products, observing and documenting taste differences

Week 2: Students will experiment with taste bud trickery utilizing various fruits and tastes

Week 3: Students will experiment with sugar thickness and texture creating rainbow columns in clear glasses, utilizing proper measurement techniques

Week 4: Students will experiment with the process of microwaves and observe the chemical compound changes in marshmallows, as well as the process of the sugar changing afterwards.

Week 5: Students will experiment with ink separation and identify which inks run differently while learning about forensic science strategies and techniques

Week 6: Students will experiment with chemical reactions, creating foaming reactions while exploring proper measuring techniques

Week 7: Students will experiment with making their own gak, while documenting and observing the chemical reactions of cornstarch

Week 8: Students will experiment with crayons and heat while creating individual art projects

Week 9: Students will experiment with photo recreation utilizing the Pointillism technique of recreation

Week 10: Students will experiment with making ice cream, while documenting and observing the transfer of cold between liquid and solid water forms

OREGON STANDARDS:**Science (2009):**

H.3S.1

H.3S.2

H.3S.3

H.4D.1

H.4D.2

H.4D.3

EXPECTATIONS/GUIDELINES FOR CREDIT:

Students will be expected to participate in science experiments and discussions.

This will be done individually, in pairs, or small groups.

Further expectations include:

- 1) Respecting the teacher and other students. Language needs to be respectful, and students should not interrupt the teacher or other students. No put-downs. No excessive side conversations, which distract from the learning environment.
- 2) Participation in class consists of attendance and following along with the lesson and experiment.

Looking Glass Center Point School Curriculum Standards

The curriculum is guided by the Oregon State standards in all academic and career-related learning standards. Lesson plans include the state standards being addressed for the lesson, as well as the IEP goals that are addressed for each lesson.

Courses offered for academic progress include the following: English (including reading, writing, and speaking,) math, social studies, science, technology, arts, and cultural awareness.

Math and English are offered every school day. Science is offered between one and three hours per week. Social studies, including history, geography, economics, and civics, is offered six to eight hours per week. Applied art or fine art is offered two to six hours per week. Foreign language is available through computer-based instruction, and cultural awareness is offered in small group instruction. Health education is offered for two hours per week at least one quarter during the school year, and physical education is available every quarter, with at least four hours per week. Health education includes prevention of infectious diseases and drug and alcohol prevention education. Physical Education is offered each term.

Students work on academic goals determined by the IEP team, and these goals are in the areas of reading, written expression, oral communication, math, and study skills. The students also work on behavioral goals established by the IEP team. All students are on individualized plans to meet or exceed specified state benchmarks.

Courses for career related learning include work experience classes twice per week for at least two terms, for a total of 130 seat hours per year. If more work experience is written into a student's IEP, then more career-related experiences are offered.

Other life skills training is taught in the school milieu with individualized work experience for selected students, daily chores, social skill development, teaching personal responsibility, anger management, and drug and alcohol prevention. Emergency plans are explained upon orientation and reinforced through routine drills. Personal safety and the safety of others are emphasized through program rules and expectations, with consequences sanctioned when safety rules are violated. Personal responsibility and peer leadership is taught through a level system of responsibility and privilege according to daily performance toward personal goals.

The Family Services Coordinator is on staff to help families find appropriate after school programs and other opportunities for students to socialize and learn with non-disabled peers.

The Client Transition Coordinator (CTC) is on staff to assist students with transition services. The CTC secures appropriate work experiences for students and sets it up with the appropriate paperwork and documentation. The CTC assists student transitions to less restrictive environments, including educational, vocational, community, and social environments. The CTC has regular communication with schools regarding student performance, attendance, and behavior.

School Improvement Plan

Center Point School has two certified special education teachers on site and a certified language arts teacher.

Students are having a longer enrollment at Center Point School, which is making credit accumulation in the appropriate areas important for certain students nearing graduation. Because of state standards for the Oregon Diploma, students are replacing some math and English classes with credit recovery classes using state approved curricula that address the state standards.

Center Point School, which for many students has finally become a workable school for them after numerous failed placements, may become the only option available for their high school career. These few students, for whatever reason, cannot return to a less restrictive environment during their high school years. Center Point School continues to monitor the classes offered in order for these students to meet the credit requirements of a high school diploma while maintaining a therapeutic environment that also teaches the social skills and emotional regulation they also need for their development as citizens. Work experience is now offered every term for students. For students of transition age, yearly they are taught skills in post secondary living in a specifically designed class for their age level.

The school continues to solicit ways to improve through performance and quality improvement meetings which occur quarterly. The program director of Center Point School prepares for these meetings by accumulating data of the previous quarter and determines whether the school has met its set goals. The meetings include stakeholders in our school as well as community members. They critique our school and offer solutions to improve the quality of services we offer, including education. Representatives from the three major school districts of Lane County: Eugene, Springfield, and Bethel, are invited and attend these meetings.

Contract Rates for School Districts 2012-13

SCHOOL DISTRICT	Net Operating Cost per student per ADMr	Education Rate	Treatment Cost	Full Pay Rate
Bethel # 52	\$6,920	\$ 63.27	\$ 158.04	\$ 221.31
Blachly #90	\$12,561	\$ 114.84	\$ 158.04	\$ 272.88
Creswell #40	\$7,605	\$ 69.53	\$ 158.04	\$ 227.57
Crow-Applegate #66	\$9,678	\$ 88.48	\$ 158.04	\$ 246.52
Eugene #4J	\$7,793	\$ 71.25	\$ 158.04	\$ 229.29
Fern Ridge #28J	\$5,957	\$ 54.46	\$ 158.04	\$ 212.50
Junction City #69	\$6,428	\$ 58.77	\$ 158.04	\$ 216.81
Lowell #71	\$7,785	\$ 71.18	\$ 158.04	\$ 229.22
Mapleton #32	\$10,504	\$ 96.04	\$ 158.04	\$ 254.08
Marcola #79J	\$4,452	\$ 40.70	\$ 158.04	\$ 198.74
McKenzie #68	\$10,297	\$ 94.14	\$ 158.04	\$ 252.18
Oakridge #76	\$8,254	\$ 75.47	\$ 158.04	\$ 233.51
Pleasant Hill #1	\$6,363	\$ 58.18	\$ 158.04	\$ 216.22
Siuslaw # 97J	\$6,697	\$ 61.23	\$ 158.04	\$ 219.27
South Lane #45J	\$7,054	\$ 64.49	\$ 158.04	\$ 222.53
Springfield #19	\$7,259	\$ 66.37	\$ 158.04	\$ 224.41

Formula: Avg. Cost Per Student x .80/175 (# of school days) x 2 (SPED)
 (.20 to district for administrative costs)

Partial Day Costs:

For Students on Education Rate:

- Student Absent: Same as daily Education Rate

For Students on Full Pay Rate:

- Student Absent: Same as daily Education Rate
- Student present for a partial day: Treatment rate times # of CPST units/12

For Transitioning Students:

- Full treatment rate (pays for transition services); pro-rate education rate
- Absent from Center Point School and transition placement = no tx. cost; charge absent education rate
- Absent from Center Point School, attends transition placement = treatment cost, no education cost

The American Medical Association is a non-profit corporation organized for the purpose of promoting the interests of the medical profession and the public. It is composed of members who are physicians and surgeons, and who are engaged in the practice of medicine and surgery. The Association is organized into a national body and into local branches in each of the states and territories of the United States. The national body is composed of representatives of the local branches, and the local branches are composed of members who are physicians and surgeons. The Association is organized into a national body and into local branches in each of the states and territories of the United States. The national body is composed of representatives of the local branches, and the local branches are composed of members who are physicians and surgeons. The Association is organized into a national body and into local branches in each of the states and territories of the United States. The national body is composed of representatives of the local branches, and the local branches are composed of members who are physicians and surgeons.

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Looking Glass Center Point School
Fiscal Year Income and Expenditures
7/1/2009 - 6/30/2010

Source	Total Revenue 7/1/2011 - 6/30/2012
School District Fees	\$ 933,237.00
Misc. Income	\$ 9,198.00
Donations	\$ 509.00
TOTAL REVENUE	\$ 942,944.00
Item	Total Expenditures 7/1/2011 - 6/30/2012
Employee Expense	\$ 685,450.00
Contracted Services	\$ 17,947.00
Office Expenses	\$ 22,345.00
Operations	\$ 19,963.00
Facilities and Equipment	\$ 81,460.00
Travel and Education	\$ 264.00
Client Services	\$ 17,378.00
Indirect Charge (LG Admin)	\$ 90,633.00
TOTAL EXPENDITURES	\$ 935,440.00



Looking Glass
Youth & Family Services

Center Point School

**CENTER POINT SCHOOL
FEE AGREEMENT**

Looking Glass Programs

Counseling Services

Counseling Program
Adolescent Recovery Program
Crisis Response Program

Runaway & Homeless Services

Station 7 Program
New Roads Program

Education & Vocational Services

Riverfront School & Career Center
Center Point School
New Roads School

Residential Services

Evaluation & Treatment Center
Pathways Program
Stepping Stone Program

DATE OF ENROLLMENT: _____

YOUTH: _____

PARENT/GUARDIAN: _____

FAMILY MAILING ADDRESS: _____

CITY: _____

ZIP: _____

PHONE: _____

DAILY RATE: _____

_____ agrees to pay the rate listed above in exchange for Looking Glass Center Point School program providing [] educational and/or [] treatment services for the above named youth.

ANTICIPATED DATES OF SERVICE: _____

Looking Glass reserves the right to terminate based upon client behavior, availability of service, truancy, etc.

_____ reserves the right to renegotiate this agreement given sufficient notice to Looking Glass to allow for transition and termination of services.

I have read the above and agree to the conditions set forth.

SCHOOL DISTRICT SIGNATURE

PRINTED NAME AND TITLE

Lynda J. Whitener, Looking Glass Center Point School, Program Director



A United Way Agency

Center Point School
1790 W. 11th Ave.
Suite A
Eugene, OR 97402
Phone: (541) 868-0661
Fax: (541) 868-0660



Looking Glass
Youth & Family Services

Center Point School

Looking Glass Programs

Counseling Services

Counseling Program
Adolescent Recovery Program
Crisis Response Program

Runaway & Homeless Services

Station 7 Program
New Roads Program
Rural Program

Education & Vocational Services

Riverfront School & Career Center
Center Point School
New Roads School

Residential Services

Pathways Boys Program
Pathways Girls Program
Stepping Stone Program
Intensive Treatment Services Program

**CENTER POINT SCHOOL
FEE AGREEMENT FOR
ADDITIONAL ADULT ASSISTANCE**

BEGINNING DATE: _____

YOUTH NAME: _____

HOURLY RATE: _____

_____ School District agrees to pay the rate listed above in exchange for Looking Glass Center Point School providing additional adult assistance for the above named student (s).

This fee agreement will remain in effect until such a time as Center Point School educational staff and the school district staff agree that the additional assistance is no longer needed.

Looking Glass reserves the right to end this agreement based upon availability of employee, employee's performance, student's enrollment, etc.

_____ School District reserves the right to renegotiate this agreement given sufficient notice to Looking Glass to allow for transition and termination of services as necessary.

I have read the above and agree to the conditions set forth.

SCHOOL DISTRICT SIGNATURE

PRINTED NAME AND TITLE

Lynda J. Whitener, Looking Glass Center Point School, Program Director



A United Way Agency

Center Point School
1790 W. 11th Ave.,
Suite A
Eugene, OR 97402
Phone: (541) 868-0661
Fax: (541) 868-0660



OREGON DEPARTMENT OF EDUCATION
Public Service Building, 255 Capitol Street NE, Salem, Oregon 97310
Phone (503) 947-5600 • Fax (503) 378-5156 • www.ode.state.or.us

April 1, 2012

Looking Glass Center Point School
1790 W 11th Ave Ste A
Eugene, OR 97402-3758

Subject: Registration of Private Alternative Education Program

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for Looking Glass Center Point School at 1790 W 11th Ave Ste A Eugene, OR, to be registered as a private alternative education program for 2012-2013 has been processed and filed.

Subject to the approval of each contracting district, a registered private alternative program is eligible to receive public school funds from school districts on a contractual, per student basis during the 2012-2013 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Department of Education. Program registration may be confirmed by this letter or by searching the list of registered private alternative programs posted at <http://www.ode.state.or.us/search/results?id=78>

School district boards are required to adopt policies and procedures for contracting with private alternative programs. Those policies and procedures must include provisions for:

- The annual approval of each program;
- The annual evaluation of each program; and
- The placements of students in the programs.

Those requirements are described in the Oregon Revised Statutes, Oregon Administrative Rules, and Standards for Private Alternative Programs, which are also available at <http://www.ode.state.or.us/search/results?id=78>

A registered private alternative program must be in compliance with ORS 336.631, ORS 336.635, ORS 336.337, OAR 581-021-0045, OAR 581-021-0072, or the Standards for Private Alternative Programs. Those found not to be in compliance will be removed from the Oregon Department of Education's list of registered private alternative programs and will not be eligible to receive public school funds through contracts with school districts.

Please direct general questions to Drew Hinds at drew.hinds@state.or.us or (503) 947-5799. Please direct questions regarding the listing of programs on the Department's web site to Drew Hinds at drew.hinds@state.or.us or (503) 947-5799.

Sincerely,

A handwritten signature in black ink, appearing to read "Drew Hinds".

Drew Hinds, Education Specialist
Learning Opportunities, Options & Supports



OREGON DEPARTMENT OF EDUCATION
Public Service Building, 255 Capitol Street NE, Salem, Oregon 97310
Phone (503) 947-5600 • Fax (503) 378-5156 • www.ode.state.or.us

August 6, 2012

Looking Glass, Center Point School
Lynda J. Whitener, Director
1790 W 11th Ave, Ste A
Eugene OR 97402-3758

Dear Director:

Thank you for submitting the 2012-2013 application to operate early intervention or special education programs and services for children with disabilities. Your application has been reviewed and approved by the Oregon Department of Education.

This approval enables your agency to contract with public schools or agencies to provide special education services for school-age children. This approval will remain in effect until August 15, 2013, as long as documentation remains current.

To maintain approval during this period, you are required to submit verification of current insurance coverage which expires July 1, 2013. An annual health/sanitation inspection will be due in July 2013, and an annual fire inspection will be due soon, in **October 2012**.

Please submit current verification by the renewal dates. Per OAR 581-015-2285, your approval may be revoked if you fail to maintain approval standards. In accordance with OAR 581-105-2280(3), an approved private school or preschool may make major program changes only with written prior approval from the Department. Please submit written information about any proposed change to the Office of Student Learning and Partnerships, Attn: Rae Ann Ray. If you have any questions about the approval requirements or process, please contact Rae Ann Ray at 503-947-5722.

Sincerely,

A handwritten signature in black ink, appearing to read "SWS", is written over the word "Sincerely,".

Steven W. Smith, Director
Office of Student Learning and Partnerships

cc: File

March 19, 2013

Dear Parents,

In 1996, Oregon set content standards for each of the subject areas that describe what a student should know and be able to do. One way that we measure how well students are doing is through the use of state tests. In math, science, reading and social studies, the state tests are multiple choice tests that are completed on the Internet using a secure browser.

Your child's scores on the assessments offered at his/her grade level are displayed on the enclosed report. For more information regarding the specific content on the subject area tests, you may download a copy of the Oregon Standards from the Department of Education website at: <http://www.ode.state.or.us/>

The Oregon Assessments are not currently related to whether students promote to the next grade, but a passing score in reading and writing at grade 11 is required to gain a high school diploma.

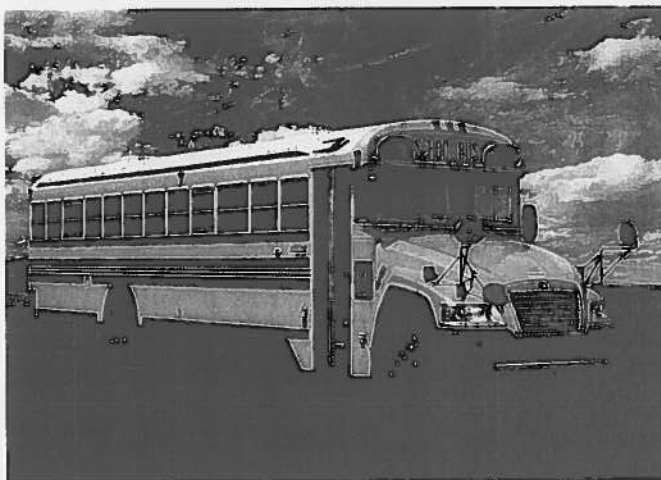
For high schools students, schools are expected to administer state testing to all students in grade 11.

Please call with any questions about these results or the testing process.

Sincerely,

Mary Tagett, M.Ed.
Education Supervisor 868-0661, ext. 340

Attendance



Attendance at Center Point School

As any parent knows, good attendance is crucial to a student's success. This is especially true at Center Point School. If you have questions about attendance, please contact our Family Services Coordinator.

What do I do if my child is sick?

Many times children will not want to attend school. They may use not feeling well as an excuse for not attending. A good rule of thumb is to ask your son or daughter to get up and take a shower, then see how they feel. Sometimes, this will make them feel better and they will be willing to go. If they still say they are not feeling well, taking their temperature is also a good indicator of the truth of illness. If after a shower, and with a normal temperature, they still say they are too sick to attend school, you will need to use your best judgment to determine if your child is too ill to attend.

When you have determined that your child is really ill, please call the program before the day begins to notify us that they will not be attending.

If sick days become habitual, we will meet with you to plan other strategies.

What do I do if my child refuses to come to school?

Many times students are not comfortable entering a new school. These feelings need to be acknowledged. Your child must also understand the alternative to attending. Oregon law mandates that students must attend school until the age of 18. Truancy laws can be enforced by a student's home school district and parents can face fines if their children miss school regularly.

Being supportive of your child and understanding that they are not completely comfortable with the program is a first step in helping them succeed. However, you must remain steady in your requirement that they attend every day.

Anytime you need help in making decisions about whether or not your child should miss a day, do not hesitate to call and ask for support.

What are excused and unexcused absences?

An excused absence is if a child has an appointment that is verified by you that will keep him/her from attending all day. If a child is legitimately ill, this is also excused. However, if the child is not really ill, is refusing to attend, or does not show up to school (skips), then these are unexcused absences.

Consequences for unexcused absences will be decided by program staff with your input. Truancy problems will also be addressed and staff will involve the school district if a pattern of unexcused absences develops.

What if my child has a doctor's appointment (or other appointment) during school hours?



We encourage you to try to make appointments around the program schedule, however, we know that at times this is not possible. Please notify the Family Services Coordinator the day before the appointment that your child will miss a portion of the day and tell us why.

Service Modalities: Restrictive Behavior Interventions

Policy: Looking Glass uses service modalities and interventions that are accepted practice in human services and are in the best interest of the client. Behavioral interventions (non-restrictive) are appropriate for the service population in each program and reflect the service philosophy of that program.

Procedures:

1. **Service Philosophy:** Each service has a written service philosophy that guides the implementation and development of its programs and services. It also ensures that all service approaches, modalities and interventions are based on established best practices within the field. The service philosophy ensures that service approaches, modalities, and interventions are appropriate for the service population in each program.
2. **Behavioral Interventions:** A behavior management plan is developed, as appropriate, with the person served and includes:
 - The results of the assessment used by the program, and the specific interventions that may or may not be used (none of the listed interventions will include isolation, manual or mechanical restraint or locked seclusion).
 - The plan is modified as necessary and is signed by the person served and/or their legal guardian.

Restrictive behavior interventions are those that restrict, limit or curtail a person's freedom of movement to prevent harm to self and others such as isolation, mechanical restraint, chemical restraint, manual restraint and locked seclusion. Looking Glass does not employ restrictive behavior management interventions. All programs and services of Looking Glass use the following guidelines:

- Looking Glass discontinues behavior interventions if they produce adverse side effects such as illness, emotional stress, physical stress or physical damage
- Programs discontinue any therapeutic behavior interventions that are ineffectual or detrimental to meeting service goals and objectives or if an intervention is deemed to be unacceptable according to prevailing community standards

Programs are prohibited from using the following punishment or discipline with clients:

- a) Corporal punishment
- b) Use of aversive stimuli such as electric shock devices
- c) Withholding nutrition or hydration or inflicting physical or psychological discomfort
- d) Forced physical exercise to eliminate behaviors
- e) Punitive work assignments
- f) Punishment by peers

- g) Group punishment or discipline for individual behavior
 - h) Chemical restraint
 - i) Seclusion, restraint or medication in non-crisis or non-emergency situations, as a form of discipline, or for convenience of staff
 - j) Excessive or inappropriate use of permitted behavior management interventions
 - k) The application of behavior management interventions by persons served or any other person other than trained, qualified staff
3. **Physical Behavior Interventions:** Agency policy does not permit the use of physical restraints or holds. If the youth is perceived by staff to be a clear and present danger to himself/herself or others and if all other means of intervention have failed to stop the dangerous behavior the following procedure is used.

Procedure: In an emergency situation staff may call 911 for police or emergency medical back up, or staff may call the youth's parole or probation officer to assist in containing the situation as necessary. The following procedures must be used:

1. Call the on-call supervisor/director for immediate support and assistance, as program policy dictates.
2. Remove all other youth from the area where the "acting out" youth is present.
3. As safety allows, removes all objects that could be used as a weapon.
4. As ability allows, direct youth to a safe area.

Documentation: An agency Critical Incident Report must be completed. Other reports are completed per program requirements/policy.

Notification: Parent/guardian, caseworker, therapist, school personnel, and others deemed as significant in the youth's treatment need to be contacted, as per program policy.

Related forms: see Critical Incident Report.

Looking Glass Agency Policy and Procedure Manual

Developed by: Alesha Fox	Date: 5/25/05
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Protocols for Extreme Behavior

Behavioral Priorities

- 1st Priority: Danger to Others
2nd Priority: Danger to Self
3rd Priority: Severe Program Disruption

Level of Program Response: Urgent

Priority	Examples of behavior
1 st Danger to Others	Assault and/or intentional physically aggressive acts (shoving, kicking, hitting, biting, punching, sexual assault); fear of serious physical harm; arson or reckless burning, weapons
2 nd Danger to Self	Suicidal behavior/attempts
3 rd Severe Program Disruption	Intentional major property destruction

Response

- A. Police should be called immediately – 911.
- B. It is preferable that the youth be maintained until the police arrive so a determination can be made as to whether the police should/can transport to Serbu Detention facility. If the youth is too volatile and dangerous, ask them to leave, and escort them off the property. Observe the direction they are headed. Have a supervisor follow, with a cell phone, dependent upon assessment of risk.
- C. Parents/guardians should be notified as soon as the situation is under control. Advise them as to what occurred and the current situation (youth is where, police have been called, etc.).
- D. The youth will be automatically out of school suspended for the rest of the day.
- E. A reassessment as to the continued appropriateness of the youth's enrollment should occur as soon as possible.
- F. Out of School Suspension may be required until a decision is made as to continued enrollment and/or a safety plan is in place.
- G. Reassessment team should consist of the treatment team, parents/ guardians, the DYS or DHS-CW caseworker, designated school contact person, and other involved individuals.
- H. Issues to be considered: potential for future attacks/assaults, motivation of youth toward treatment, back up plans (e.g. detention), other placement options, etc.

Level of Program Response: Immediate

Priority	Examples of behavior
1 st Danger to Others	Ongoing intimidation and harassment; fireplay, serious threats of physical or sexual assault; intentional property destruction
2 nd Danger to Self	Suicidal talk/gestures
3 rd Severe Program Disruption	Severe and ongoing disruption of program activities: repeated room clears; drugs in program; on-going provocation of peers.

Response

- A. If a law violation has occurred, the POLICE need to be called.
- B. If a law violation has not occurred, isolate the youth from the rest of the clients, providing direct supervision to ensure safety.
- C. Parents/guardians should be contacted as soon as the situation is under control. Advise them of what occurred and the current situation.
- D. A reassessment as to the continued appropriateness of the youth's enrollment may be required.
- E. A safety plan needs to be completed addressing the problem behavior(s).
- F. Out of School Suspension or In-School Suspension may be required until a decision is made as to continued enrollment and/or a safety plan is in place.
- G. Reassessment team should consist of the treatment team, parents/ guardians, the DYS or DHS-CW caseworker, designated school contact person, and other involved individuals.
- H. Issues to be considered: potential for future dangerous behavior, motivation of youth toward treatment, back up plans (e.g. detention), other placement options, etc.

Level of Program Response: Community Staffing

Priority	Examples of behavior
1 st Danger to Others	Continued SPC violations; consistent violent talk or images
2 nd Danger to Self	Physically self-destructive behavior
3 rd Program disruption	Continued non-compliance, attendance problems, continued disregard for program expectations.

Response

- A. A member of the treatment team will be designated to arrange a community staffing to reassess appropriateness of enrollment, discuss and develop new strategies for intervention, etc.
- B. Community staffing should include at least one member of the treatment team, parents/guardians, the DYS or DHS-CW caseworker, designated school contact person, and other involved individuals.
- C. Issues to be considered: potential for future dangerous behavior, motivation of youth toward treatment, back up plans (e.g. detention), other placement options, etc.

Note:

- ☐ Above examples are not meant to be all-inclusive, but rather provide guidelines and illustrations of behavior(s) for each level of response.
- ☐ Program Director will be consulted with and advised regarding all extreme behaviors.
- ☐ Staff should document all behaviors and responses per policy (e.g., SIRs, Critical Incident Reports, etc.).