

Annual Report
Lane County Public Schools
Alternative Education Contract Agencies
2016-2017

Program/School Name: Center Point School

Agency Name: Looking Glass Community Services

Agency Contact Person: Lynda Whitener

Please attach a copy of the following:

- Registration with the Oregon Department of Education (ODE) as a private Alternative Education Service Provider.
- Letter of approval as a special education service provider from the ODE (this is separate from registration as an alternative education provider).
- Copies of any accreditation certificates and applications.
- School improvement plan or short summary of how you are addressing the state common curriculum goals and academic content standards to meet state benchmarks and performance standards.
- Complete list of teaching staff, their license endorsement area or educational background and the number of hours per week each are directly involved in instruction with students.
- Attach a list of fees required and explanation.
- Attach annual expenditures statement for previous year and statement of year-to-date expenditures as per ORS 336.635(2).

Please provide the following information for all students served in your program(s):

1. Total ADM as per attendance reports.	11.98
2. Number of students who earned a GED	0
3. Number of students who earned an Alternative Certificate	1
4. Number of students who earned an Oregon diploma with essential skills	1
5. Number of students who earned a modified diploma with essential skills	0
6. Number of students who earned an extended diploma	0
7. Number of students who participated in non-paid work experience	24
8. Number of students who participated in paid work experience.	6
9. Number of students who have continued in your program once they were admitted.	16
10. Number of students who left your program before completion.	8
11. Number of students who were asked to leave your program for disciplinary reasons.	1
12. Number of students who received Job Training services	0
13. Average daily enrollment for all students in your program this year	12.70
14. Teaching staff-to-student ratio.	1:3
15. Average # of hours per week a typical student receives academic instruction.	22
16. Number of students completing the Oregon Statewide Assessments.	12

Please respond to each of the statements below (OAR 581-022-1350(2)):

Yes No

- **The contractor understands that non-compliance with a rule or statute under this rule (ORS581-022-1350) may result in the termination of the contract at any time.**
- All students receive adequate instruction in state common curriculum goals and academic content standards to meet state benchmarks and performance standards.
- All required Oregon Statewide Assessments have been administered and results are reported to students, parents and the school district annually.
- Students are receiving a report of academic progress annually.
- The program complies with all rules and statutes applicable to public schools including ORS's regarding criminal background checks (fingerprint based, per ORS 181.539), tuition and fees, discrimination, health and safety statues and rules.
- The program complies with any statute, rule or school district policy that is specified in the contract between the school district board and the private alternative program.
- The program complies with federal law.
- The private alternative education program's annual statement of expenditures is reviewed in accordance with ORS 336.635(2)
- The private alternative education program is in compliance with its contract with the District.

Check which of the following services your program provides:

- High School Diploma
- GED Preparation
- GED Testing
- Programs for Middle School Students
- Teen Parent & Life Skills
- Free/Reduced Breakfast & Lunch Program
- Counseling Services
- Drug/Alcohol Counseling
- Paid Work Experience
- Non-Paid Work Experience
- Regular Access to Technology (computers, internet, etc)
- Work-Based Activities (i.e. job shadows, etc)
- Skill Building Groups
- Transportation Program owned vehicles LTD Other (please describe)

District Specific Information

Please complete the following for *each district* your agency contracts with:

Column 1: Number of District students who participated in your program for the school year.

Column 2: Total number of credits earned by District students in your program

Column 3: Average number of credits earned by a District student in your program this year.

Column 4: Number of District **IEP** students you have served this year

District	Total Students (#1)	Total Credits (#2)	Average Credits (#3)	IEP Students (#4)
Eugene	10	50.25	5.03	10
Bethel	6	39	6.5	6
Springfield	6	31.6	5.27	6
South Lane	2	16.5	8.25	2
McKenzie	1	<1	<1	1
Harrisburg	1	1	1	1

Name of person completing this report: Mary Tagett

Signature: Mary Tagett Date: 3/21/17

Signature of Agency Director: [Signature] Date: 3/21/17



Oregon Department of Education

Kate Brown, Governor

Office of the Deputy Superintendent
255 Capitol St NE, Salem, OR 97310
Voice: 503-947-5600
Fax: 503-378-5156

April 26, 2016

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

RE: 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 2016-2017 has been approved.

Subject to the approval of each contracting district, a registered alternative program is eligible to receive public school funds from the school districts on a contractual, per student basis during the 2016-2017 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 Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by referencing the School Directory and Institutions Database linked from <http://www.ode.state.or.us/search/page/?id=736>

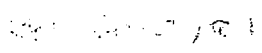
School district boards are required to adopt policies and procedures for contracting with private alternative programs. Those policies and procedures must include provisions for:

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

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 ODE list of registered private alternative programs and will not be eligible to receive public school funds through contracts with school districts.

Please direct questions to Bob Salazar at bob.salazar@state.or.us or (503) 947-5981.

Sincerely,


Bob Salazar, Education Specialist
Office of Learning, 503-947-5981
bob.salazar@state.or.us



Oregon Department of Education

Kate Brown, Governor

Office of Student Services

255 Capitol St NE

Salem, OR 97310

Voice: 503-947-5600

Fax: 503-378-5156

August 11, 2016

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

Dear Director:

Thank you for submitting the 2016 - 2017 renewal application for approval of placement by public school districts or public agencies of children with disabilities in your school. Your application and documentation have been reviewed and approved by the Oregon Department of Education. Your approval is effective through August 14, 2017, *as long as documentation remains current*. It is your responsibility to provide updated documentation when it is due.

This approval enables your school to contract with public school districts or public agencies to provide special education services for school-age children.

The insurance coverage which expires **July 1, 2017**. An annual health/sanitation inspection will be due in **December 2016**, and an annual fire inspection will be due next month, in **September 2016**.

Please note: Updated documents must be provided before previous documents expire in order to maintain your approval. Your approval may be revoked if you fail to maintain approval standards per OAR 581-015-2285.

Also, in accordance with OAR 581-015-2280(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 ODE/Student Services, Attn: Rae Ann Ray. If you have any questions about the approval requirements or process, please contact me at 503-947-5722.

Sincerely,

Rae Ann Ray, General Supervision Specialist
Special Education Data, Fiscal, Legal & Information
Office of Student Services

cc: File

Center Point School Improvement Plan 2017

Recent Student Enrollment and Assessment

Center Point School continues to enroll middle and high school level students. High School students need specific credits for graduation, and there is a constant evaluation of classes offered so students can meet credit requirements for graduation. For the 2016-2017 school year, all students are working toward a modified diploma or alternative document. All students are assessed through curriculum based measures on their progress toward the common core state standards, and they complete state assessments. The school continues to adapt to core curriculum standards and help all students progress through hands-on learning and project-based assignments. Formative assessments are conducted each class period, which guides the teachers on their subsequent lessons of the material. There has been continued emphasis on transition skills for all students.

Individual school districts continue to be responsible to administer extended assessments while our school conducts standard assessments. Students on a modified track receive grade level instruction as well as specialized instruction and modifications per the student's IEP.

Improvement in STEM Curricula

Center Point School has been working toward the STEM standards by introducing students to the use of a 3D printer as well as 3D pens. Technology is a key component to learning for many students, most of which have learning disabilities, because it allows them to have authentic experiences and have different pathways for learning. Students have access to tablets, computers, e-readers, and iPads. Students are using the 3D printer on an individualized basis and continue to utilize computer software programs, including freeware offered by SketchUp, and web based programs, such as code.org. For some students, the web-based program of mangahigh.com continues to be a source of math learning and development. All students have access to web-based materials on Science World and Junior Scholastic by scholastic.com.

Overall School Improvement

Center Point 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 the meeting by accumulating data of the previous quarter and determining whether the school had met the set goals of the short term plan. The meetings include stakeholders in our school as well as community members. They review the outcomes data in the following areas: direct services, including clinical progress, attendance, program engagement, significant behavior reports, family engagement, progress toward IEP goals, and seat hours; case record reviews; cultural competence; student satisfaction; compliance and risk management, staff satisfaction and retention, and wellness.. The committee critiques our school and offers suggestions to improve the quality of services we offer. The short term plan and progress toward these goals are attached.

Looking Glass Center Point School
2016-2017 Short-term Plan: Q2 (October - December)
Program Quality Improvement Indicators/Goals

Goal #1: Direct Services - Program services maintain a balance between individual student and program operation needs as measured by Program Outcomes.

Objectives:

1. Clinical Progress:

- a. During a student's 1st quarter: no change, minimal, some or significant progress will be made toward at least 80% of objectives
- b. During a student's 2nd quarter: no change, minimal, some or significant progress will be made toward at least 85% of objectives
- c. During a student's 3rd quarter: minimal, some or significant progress will be made toward at least 75% of objectives.
- d. During a student's 4th and subsequent quarters: minimal, some or significant progress will be made toward at least 80% of objectives.
- e. School wide: Each quarter 80% of the students will make no change, minimal, some or significant progress toward at least 80% of their objectives.

2. Attendance

- a. During a student's 1st quarter: student daily attendance is 85% or greater.
- b. After a student's 1st quarter: student daily attendance is 93% or greater.
- c. School wide student daily attendance is 92% or greater.

3. Program Engagement (Levels)

- a. During a student's 1st quarter: each student will maintain Level II or above 70%, or greater, of days attended.
- b. During a student's 2nd quarter, each student will maintain Level II or above 80%, or greater, of days attended.
- c. During a student's 3rd and subsequent quarters, each student will maintain Level III or IV 90%, or greater, of days attended.
- d. School wide: students will maintain an overall average of Level III

4. Absence of Significant Destructive Behaviors (Significant Incident Reports)

- a. School wide # of SIRs per quarter:
 - 60% or more of students will earn 10 or fewer SIRs
 - 30% or less of students will earn between 10 and 20 SIRs
 - 10% or less of students will earn greater than 20 SIRs

5. Family Engagement

- a. 80% of families will rate "Full Engagement" or "Substantial Engagement" with the program.
- b. 80% of families will have no more than two weeks during the quarter without contact with the program.

6. Progress Toward IEP Goals

- a. For students with either academic/study skills goals OR students with behavior/social goals: 80% of students will show progress on at least 1 goal and show no regression on any goals.

7. Seat Hours

- a. 75% of students will earn 90% of possible seat hours. If a student does not meet 90%, the goal is to increase seat hours earned by 25% from the previous quarter.

Quarter 2

Progress & Discussion:

Objectives:

1. Clinical Progress:

- a. During a student's 1st quarter: no change, minimal, some or significant progress will be made toward at least 80% of objectives. 100% met goal, n=3
- b. During a student's 2nd quarter: no change, minimal, some or significant progress will be made toward at least 85% of objectives. 50% met goal, n=2
- c. During a student's 3rd quarter: minimal, some or significant progress will be made toward at least 75% of objectives. N/A, n=0
- d. During a student's 4th and subsequent quarters: minimal, some or significant progress will be made toward at least 80% of objectives. 75% met goal, n=8
- e. School wide: Each quarter 80% of the students will make no change, minimal, some or significant progress toward at least 80% of their objectives. 92.3% met goal, n=13, Goal Met
Note: n=13 due to one student not being enrolled enough days to allow rating of objectives

2. Attendance

- a. During a student's 1st quarter: student daily attendance is 85% or greater. 50% met goal, n=4
- b. After a student's 1st quarter: student daily attendance is 93% or greater. 80% met goal, n=10
- c. School wide student daily attendance is 92% or greater. School wide average=94.0%, Goal Met

3. Program Engagement (Levels)

- a. During a student's 1st quarter: each student will maintain Level II or above 70%, or greater, of days attended. 50% met goal, n=4
- b. During a student's 2nd quarter, each student will maintain Level II or above 80%, or greater, of days attended. 50% met goal, n=2
- c. During a student's 3rd and subsequent quarters, each student will maintain Level III or IV 90%, or greater, of days attended. 87.5% met goal, n=8
- d. School wide: students will maintain an overall average of Level III. Average level=3.33, Goal Met

4. Absence of Significant Destructive Behaviors (Significant Incident Reports)

- a. School wide # of SIRs per quarter: 39 total this quarter, 14 students
60% or more of students will earn 10 or fewer SIRs. 92.8% of students, n= 14, Goal Met
30% or less of students will earn between 10 and 20 SIRs. 7.2% of students, n=14, Goal Met
10% or less of students will earn greater than 20 SIRs. 0% of students, n=14, Goal Met

5. Family Engagement

- a. 80% of families will rate "Full Engagement" or "Substantial Engagement" with the program.
100% of families, 14 out of 14 families, Goal Met
- b. 80% of families will have no more than two weeks during the quarter without contact with the program. 92.9% of families, 13 out of 14 families, Goal Met

6. Progress Toward IEP Goals

- a. For students with either academic/study skills goals OR students with behavior/social goals:
80% of students will show progress on at least 1 goal and show no regression on any goals.
85.7% of students, 12 of 14 students, Goal Met

7. Seat Hours

- a. 75% of students will earn 90% of possible seat hours. If a student does not meet 90%, the goal is to increase seat hours earned by 25% from the previous quarter.
87.5% of students, 7 of 8 students, Goal Met
n=8 due to four students being enrolled this quarter and two being enrolled during the summer term in which not academic seat hours are tracked;; no baseline established
-

Goal #3: Cultural Competence

Objective:

- 1. Cultural Awareness will be a designated agenda item for weekly staff meetings to allow discussion of milieu observations and issues or other related topics.**
 - 2. There will be five or less Significant Incident Reports for Discrimination Free Zone violations per quarter.**
-

Quarter 1

Progress & Discussion:

- Milieu observations and/or staff discussions this quarter included:
 - In July the "Hot Topic" police shootings was brought forth by a staff member. Recent media coverage of race relations and its effect on students and staff were discussed, as were ways to work with students to allow exposure to broader perspectives. The teaching of non-racist beliefs and its place at the school was examined with regard to the imposition of values on others.
 - On-going awareness of potential conflicts when students discuss political beliefs or current news about the election, especially given this year's tone was a frequent theme.
 - The program's cultural awareness committee facilitated their quarterly Cultural Enrichment presentation: Sexuality, Body Image and Cultural Representation. Topics for education and discussion included:
 - barriers our students face around normalized sexual identity development
 - disordered sexuality/sexual dysfunction including causes
 - child sexual abuse
 - the unifying thread of shame
 - sexual obsession and addiction
 - protective factors for healthy sexual development
 - body image and identity exploration
 - pop culture and sexual identity development, and
 - staff interventions.
 - Social skill development classes relative to learning about students' own and others' cultures during the summer and fall terms included:
 - Celebrations which focused on exploring celebrations and holidays as practiced by multiple diverse cultures. Each week students compared and contrasted a holiday practiced in the United States with a similar celebration from another culture.
 - Treasures of Oregon which introduced students to the History of Oregon. Through field trips to local sites of historical significance, SMARTBoard presentations, access of the Oregon Historical Society and the Lane County Historical Society's digital archives, "Oregon Experience" documentaries, and activities based on Lane County Historical Society's "History Here" project, students learned about the Pioneer history of Oregon, the development of Oregon as a state, and significant social and cultural trends of the 20th century.
 - Government and Politics 2016 which compared the democratic process of the United States to governments in other democratic countries.
 - Heroes of Social Justice which profiled various American social reformers of the 20th Century, while investigating the significant social problems of the era that compelled these individuals to take action for the betterment of their fellow citizens and their society as a whole.
- There were two Significant Incident Reports for Discrimination Free Zone violations this quarter.
Goal Met.

Goal 4: Student Satisfaction

Objective:

1. Student surveys will reflect that more than 70% of students rate the program as either excellent or good.
2. Parent surveys will reflect that more than 80% rate the program as either excellent or good.
3. Return rate of parent surveys will equal 70% or better.
4. Student surveys will reflect that more than 70% of students respond positively to the question "The program provides a safe comfortable environment."
5. If objectives # 1-4 are not reached:
 - Assess objectives for attainability
 - Meet with staff members to devise strategies for improvement

Progress & Discussion: Consumer Surveys conducted in June 2016, results not received until August.

1. 62% of students (8 of 13) rated the program excellent. No youth rated the program as very poor, only 1 rated it poor. Objective almost met.
2. 100% of parents rated the program as excellent or good. Objective met.
3. 69.2% (9 out of 13) return rate for parent surveys. Objective almost met.
4. 73% of students said yes to "The program provides a safe, comfortable environment." Objective met.

Staff Meeting review of results: 9/6/16

Parents:

- Higher percentage of returned surveys this year (9 out of 13=69%, last year 7 out of 14=50%)
- There were more neutral responses than in the past:
 - Possibly due to a lack of knowledge of what is taught at the program.
 - One staff member posed that if the open house was before the survey maybe that would be different.
 - The family services coordinator shared that we used to send out blurbs describing the classes to the parents.
- The therapist shared that the values of the individual may be reflected in the results; the personal disinterest in the topic of the question, e.g. opportunities to learn about themselves or others.

Students:

- Overall no surprises
- 73%, 8 students said the program provides a comfortable, safe environment.
- One student's comments:
 - Did we respond appropriately to his needs?
 - We do not want to dismiss his comments even in light of what was occurring for him during the time of the survey.
 - One supervisor pointed out that the focus with him was accountability; could we have helped him more with the development of his self-esteem?
 - Perhaps we could have spent more time making him feel comfortable instead of identifying that he didn't feel comfortable.
 - Due to his "black and white" thinking, can he tell the difference between supportive feedback and behavioral redirect?

One take away: We need to coordinate, align communication, and observe each other for professionalism.

Goal #6: Risk Management

Objective:

- 1. All staff are trained bi-annually on CPR/1st Aid Not due until 2/2017**
 - 2. All staff are trained annually on Bloodborne Pathogens**
 - 3. All staff are trained annually on CPI**
 - 4. Internal facility safety inspections occur monthly**
 - 5. Agency facility safety inspection occurs annually**
 - 6. Critical incidents equal 5 or less per quarter.**
 - 7. Parent complaints equal 5 or less per quarter.**
 - 8. Student complaints equal 5 or less per quarter.**
 - 9. Medication Compliance equals 95% or above**
 - 10. Address unmet objectives through program improvement strategies as applicable.**
-

Quarter 1

Progress & Discussion:

4. Internal facility safety inspections
 - o July 29, 2016: no issues of concern noted
 - o August 29, 2016: electrical room fire extinguisher expired, taken in on 9/7/16 with loaner provided; original returned after service was completed on 9/27/16
 - o September 30, 2016: overhead lights partially out in student kitchen and west EBS office, no immediate safety issue; put on maintenance list until needed for safety or maintenance personnel is in the program for another matter
 6. Critical Incidents: 2 incidents, Goal Met.
 - o September 22, 2016: A student reported falling and hitting his head on the sink counter and floor of the bathroom. The floor was wet after the student overflowed the sink. A small bump was observed on his forehead; his father requested observation. After a second incident in which the student hit the back of his head on a desk while bouncing on a ball chair, the student vomited. A "concussion protocol" was put into effect with direct staff observation, no food or drink, and no sleeping while awaiting medical instructions from the student's physician. He was later picked up by an emergency contact per his father's permission and was reportedly going to urgent care per the physician's advice.
- Staff debrief:
- Staff could have requested that the door be kept open while the student was washing his arms.
 - The student should not have been allowed to use the ball chair after he had previously hit his head.
 - Information regarding the student's fall and hitting of his head should have been related to all staff members as soon as possible after the initial incident.
 - o September 30, 2016: Police called for assistance and intervention. A student was being unsafe with his behaviors including standing in front of a program van that was trying to leave the parking lot, jumping up and down on the bumper of the program director's truck, blocking the director's attempts to re-enter the building, damaging program property including the front door and doorbell, and threatening to hit the director/damage her vehicle.
7. Parent Complaints: 0, Goal Met
 8. Student complaints: 0, Goal Met
 9. Medication Compliance: 100%, Goal Met

Goal #7: Staff Satisfaction and Retention

Objective:

- 1. Supervisors meet regularly with staff and document each meeting. Any unresolved issues are reported to the program director. Significant staff changes, significant staff events or incidents are noted in the short term plan.**
- 2. Performance reviews are timely and provided per agency policy and procedures.**
- 3. Staff respond "Definitely" or "Mostly" 75% of the time or above to questions in Part 3: Job Satisfaction, on the annual employee survey**
- 4. If objectives #2 is not reached, meet with supervisor(s) to devise strategies for resolution**
- 5. If objectives #3 is not met:**
 - **Assess objective for attainability**
 - **Meet with staff members to devise strategies for improvement**

Quarter 1

Progress & Discussion:

1. Supervision meetings occurring as expected.
 - o All staff celebrated year-end bonuses and wage increases. Much deserved after several years without either.
 - o Mary Tagett, education supervisor, took PTO for as much of the summer term.
 - o Crystal Hall, family services coordinator, celebrated her 10th Anniversary with Looking Glass.
 - o On September 7, Center Point School staff partook in a min-staff retreat. Lunch by Cornucopia and then a tour of some of Eugene's oldest homes and historic areas led by Educational and Behavioral Specialist Chris Gordon. This was inspired by a class Chris taught over the summer which was highly regarded by our students and thus garnered our interest. A great time for team building and rejuvenation.
2. 3 late reviews: two are the program director's responsibility and one is the education supervisor's.
3. The survey was reconfigured this year.
 - o The questions under the heading "At my program..." all relate to job satisfaction and all 9 were rated as 100% positive (Definitely or Mostly)
 - o The questions under the heading "My supervisor..." were also rated as 100% positive.
 - o Gratifying comments; see pages 6, 8, 10, 12, 14, and 26.
 - o Discussion points during the 9/28/16 staff meeting:
 - It was noted that the rankings did not provide the same kind of concrete data as past surveys. E.g. Q7 50% indicated that having the tools needed to do their job effectively was a factor that makes them happy. Does this mean that 50% feel they don't have the tools, or that it just was not ranked as one of the most important factors?
 - Many staff felt that Q8 presumed an unhappiness with the job. No choice for "I am not unhappy." Perhaps something like "What factors could increase your happiness?" or "Things could be better for me if..."
 - It was noted that the vagueness of some of the questions may have contributed to an increase in comments.
 - There was concern that some employees might not feel anonymous because the time/date information provided could possibly be used to track a respondent's identity given the questions of role and years with the agency.

Goal #8: Community Coordination

Objective: Inform community partners and stakeholders of program status, including relevant changes, etc. This will be done through:

- Quarterly distribution of Center Point Live, the program's newsletter
- Quarterly program PQI meetings
- Quarterly Progress Summaries are sent to referring school districts and agencies and prescribing physicians
- Quarterly Progress Summary IEP Progress and classroom participation pages are sent to parents
- Monthly parent letters including "What's Happening in Your Community"

NOTE: Center Point School does not actively market or seek to broaden community awareness of our program and services due to the limited number of students we are able to accommodate and the requirement that an IEP team determine this as the most appropriate, least restrictive educational placement prior to enrollment.

Quarter 1

Progress & Discussion:

1. Center Point Live Spring edition sent out August 10, 2016.
 2. PQI Meeting held on August 15, 2016.
 3. Quarterly Progress Summaries for Spring Quarter sent to school districts and prescribers in August.
 4. Spring Quarterly Progress Summary IEP progress and classroom participation pages sent to parents/guardians in August.
 5. July, August, and September monthly parent letters with Liz's "What's Happening in Your Community" Inserts sent out as expected.
-

Quarter 2

Progress & Discussion:

1. Center Point Live Spring edition sent out October 24, 2016.
 2. PQI Meeting held on November 14, 2016.
 3. Quarterly Progress Summaries for Summer Quarter sent to school districts and prescribers in November.
 4. Summer Quarterly Progress Summary IEP progress and classroom participation pages sent to parents/guardians in October
 5. October, November, December monthly parent letters with Liz's "What's Happening in Your Community" Inserts sent out as expected.
-

Quarter 3

Progress & Discussion:

Quarter 4

Progress & Discussion:

Goal #10: Staff Involvement in PQI

Objective:

- 1. Staff members are informed and involved with Center Point School's PQI processes, including outcomes and short term plan goals and objectives.**
-

Quarter 1

Progress & Discussion:

August 17, 2016: PQI information was shared at staff meeting. Items included for discussion:

- Outcomes from Spring Quarter
 - Case record review data from Spring Quarter
 - Short-term plan data
 - All information discussed at August 2016 PQI meeting
-

Quarter 2

Progress & Discussion:

November, 2016: PQI information was shared at staff meeting. Items included for discussion:

- Outcomes from Summer Term
 - Case record review data from Summer Quarter
 - Short-term plan data
 - All information discussed at November 2016 PQI meeting
-

Quarter 3

Progress & Discussion:

Quarter 4

Progress & Discussion:

Looking Glass Center Point School Staff Certification Roster

Name	Title	Qualification Basis	Current Certification Date	Expiration Date	Criminal Records Check Sequence Number	Hours of Instruction
Lynda Whitener	Program Director	M.S., M.S. QMHP Certified Teacher: Social Studies, Physical Education & Standard Exceptional Learner I	01/19/12	01/18/17	License #209103	
Mary Tagett	Education Supervisor	M.Ed. QMHP	08/21/13	08/20/18	License #1025267	20-24
Kenneth Downing	Social Skills Teacher	B.S. Psychology QMHA Intensive Behavioral Intervention Therapist Certification			ODE #007000091	20
Rebecca Ray	Educational and Behavioral Specialist Supervisor	B.F.A QMHA Art Education			ODE #00660828	6-10

Christopher Gordon	Educational and Behavioral Specialist	B.A. QMHA Ancient Greek	ODE # 00723654	6-10
Alicia Bongen	Educational and Behavioral Specialist	A.A. QMHA Sociology	ODE # 00729551	6-10
Dillon Hockett	Educational and Behavioral Specialist	B.A. QMHA Crime Law and Society	ODE # 00749007	4-8
Ethan Milner	Therapist	M.S.W. QMHP	ODE#00704769	
Crystal Hall	Family Services Coordinator	QMHA	ODE#00649000	
Elizabeth Nichols	Secretary/Billing		ODE #00709228	

QMHP: Qualified Mental Health Professional QMHA: Qualified Mental Health Associate

Contract Rates for School Districts 2016-17

Bethel # 52	\$8,827	\$ 80.70	\$ 161.00	\$ 241.70
Blachly #90	\$12,304	\$ 112.49	\$ 161.00	\$ 273.49
Creswell #40	\$9,246	\$ 84.53	\$ 161.00	\$ 245.53
Crow-Applegate #66	\$11,817	\$ 108.04	\$ 161.00	\$ 269.04
Eugene #4J	\$9,215	\$ 84.25	\$ 161.00	\$ 245.25
Fern Ridge #28J	\$8,162	\$ 74.62	\$ 161.00	\$ 235.62
Harrisburg #7J	\$8,972	\$ 82.03	\$ 161.00	\$ 243.03
Junction City #69	\$8,156	\$ 74.57	\$ 161.00	\$ 235.57
Lowell #71	\$9,943	\$ 90.91	\$ 161.00	\$ 251.91
Mapleton #32	\$13,027	\$ 119.10	\$ 161.00	\$ 280.10
Marcola #79J	\$11,309	\$ 103.40	\$ 161.00	\$ 264.40
McKenzie #68	\$13,009	\$ 118.94	\$ 161.00	\$ 279.94
Oakridge #76	\$9,917	\$ 90.67	\$ 161.00	\$ 251.67
Pleasant Hill #1	\$7,836	\$ 71.64	\$ 161.00	\$ 232.64
Siuslaw # 97J	\$9,408	\$ 86.02	\$ 161.00	\$ 247.02
South Lane #45J	\$8,988	\$ 82.18	\$ 161.00	\$ 243.18
Springfield #19	\$8,899	\$ 81.36	\$ 161.00	\$ 242.36

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



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
- Rural Program

Education & Vocational Services

- Riverfront School & Career Center
- Center Point School
- New Roads School

Residential Services

- Pathways Boys Program
- Pathways Girls Program
- Intensive Treatment Services Program
- Stepping Stone Program
- Parole Revocation Diversion Program

DATE OF ENROLLMENT: _____

YOUTH: _____

PARENT/GUARDIAN: _____

FAMILY MAILING ADDRESS: _____

CITY: _____

ZIP: _____

PHONE: _____

WORK: _____

DAILY RATE: _____

Eugene School District 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 student behavior, availability of service, truancy, etc.

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

Eugene School District reserves the right to terminate this agreement in the event of proven non-compliance with Oregon Department of Education rules or statutes regarding private alternative education.

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



A United Way Agency

SCHOOL DISTRICT SIGNATURE

PRINTED NAME AND TITLE

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

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

**Looking Glass Center Point School
Fiscal Year Income and Expenditures
7/1/2016 - 1/31/2017 YTD**

Source	Total Revenue 7/1/2016 - 1/31/2017
School District Fees	\$ 319,718.00
Misc. Income	\$ -
Donations	\$ 798.00
TOTAL REVENUE	\$ 320,516.00
Item	Total Expenditures 7/1/2015 - 1/31/2016
Employee Expense	\$ 251,990.00
Contracted Services	\$ 6,660.00
Office Expenses	\$ 5,407.00
Operations	\$ 4,550.00
Facilities and Equipment	\$ 7,751.00
Travel and Education	\$ 29.00
Client Services	\$ 8,009.00
Indirect Charge (LG Admin) and Mortgage Expenses	\$ 52,672.00
TOTAL EXPENDITURES	\$ 337,068.00
Net Income	\$ (16,552.00)
Deficit due to inclement weather days. We expect to make it up by year's end. If there remains a deficit we will use carry over to balance.	