



Fern Ridge School District 28J

Gary E. Carpenter, Jr.
Superintendent

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4-15-23

The attached report was completed following a 2 hour visit to Looking Glass Riverfront Alternative School, and interview with their director, Mrs. Cheryl Zwillinger. The report and accompanying documents were written and collected by Fern Ridge School District Superintendent, Gary Carpenter.

In addition to the attached files in the electronic version, I am in possession of 4 different handbooks/manuals that support some of the items and comments made in the report, but were not easily scannable. Those manuals will be included in the hard copy I deliver to the Lane ESD who maintain these records. Those manuals include:

- Work Experience Site Supervisor Handbook
- Work Experience Youth Handbook
- Corps Member Handbook
- Teacher manual

Professionally,

Gary E. Carpenter, Jr.
Superintendent, FRSD 28J

**ALTERNATIVE EDUCATION PROGRAMS
TOOLKIT for
REVIEW of the DISTRICT'S POLICIES, PROCEDURES**

“As used in ORS 336.615 to 336.665, ‘alternative education program’ means a school or separate class group designed to best serve students’ educational needs and interests and assist students in achieving the academic standards of the school district and the state.” ORS 336.615. When used in this toolkit, “program” may be a school, class, or other grouping.

This toolkit is intended to provide a resource for school districts and school district boards for reviews of their alternative education program policies and procedures. Districts are encouraged to self-assess their compliance with the Oregon Revised Statutes, Oregon Administrative Rules, and Standards for Private Alternative Programs cited in the toolkit. References to sample policies of the Oregon School Boards Association (OSBA) related to alternative education programs are included.

This toolkit may be updated periodically in response to changes in Oregon Revised Statutes, Oregon Administrative Rules, or in response to comments from districts or programs.

Please direct questions or comments to [Annie Marges](#) .She can also be reached at 503-934-0787.

**SCHOOL DISTRICT SELF ASSESSMENT
ALTERNATIVE EDUCATION PROGRAM POLICIES AND PROCEDURES**

PROGRAM APPROVAL AND EVALUATION: OAR 581-022-1350 (2)

Each table throughout this document is organized with three columns, as shown below:

Standard	Status C = In compliance E = Exemplary NC = Not-in compliance NA = Not Applicable	Explanation(s) C: List Indicators E: List Indicators NC: Outline Compliance Plan NA: Explain
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The district has policies and procedures for the approval and annual evaluation of public and private alternative education programs under ORS 336.615-665 that receive public funds. Policies and procedures for approval and annual evaluation of each alternative program ensure the following.	C	(OSBA Sample Policy References: IGBHA, IGBHA-AR(1), IGBHA-AR(2))
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<i>Each Private Alternative Program</i>		
Prior to contracting with or distributing public funds to a private alternative program, the district confirms that the program is registered with the Oregon Department of Education as required by OAR 581-021-0072.	C	The program is listed on ODE website at: https://www.oregon.gov/ode/learning-options/schooltypes/alted/pages/default.aspx
Prior to contracting with or distributing public funds to a private alternative program, the district confirms that the program has an institution identification number assigned by the ODE.	C	Confirmed. The Institution I.D. for Riverfront is 1532 and it is on the ODE website.
The district's evaluation and approval of each private alternative program includes a review of the program's annual statement of expenditures consistent with ORS 336.635(2). See the ODE alternative education webpage for model formats	C	
Before contracting with a private alternative program for special education services, the district confirms that the private program is approved by the ODE to provide those services.	C	Confirmed. See attached letter from ODE.

Each Private Alternative Program		
Prior to contracting with or distributing public funds to a private alternative program, the district confirms that the program is registered with the Oregon Department of Education as required by OAR 581-021-0072.	C	The program is listed on ODE website at: https://www.oregon.gov/ode/learning-options/schooltypes/alternative/pages/default.aspx
Each private alternative program enhances the ability of the district and its students to achieve district and state standards. Each contract between the district and a private alternative education program states that suspension or revocation by the ODE of the private program's registration will suspend or terminate the district's contract with and distribution of public funds to the program for the term of the suspension or termination of the registration	C	Confirmed. See attached sample District contract
Each contract between the school district and a private alternative education program states that non-compliance with a rule or statute implemented by OAR 581-022-1350 may result in the termination of the contract.	C	Confirmed. See attached sample District contract.
Each private alternative program is in compliance with its contract with the district, including each statute, rule, or school district policy that is specified in the contract.	C	

Each Public Alternative Program		
Each public alternative program complies with all state statutes and rules and federal laws that apply to public schools.	C	

Each Public or Private Alternative Program		
An education plan and education profile that meet the requirements of OAR 581-022-1120(3)(a) and (b) and 581-022-1130(3) are designed and implemented with each student in the program.	C	Confirmed. See attached Transition Plan template
Each student's education plan includes criteria for determining if, when, where, and how the student may transition from the alternative program.	C	
A transportation plan is in place ensuring that the program is accessible to each	C	

<i>Each Public or Private Alternative Program</i>		
student approved for placement in the program.		
The program complies with each eligible student's IEP	C	The school maintains a SPED licensed teacher that supports students and their IEP's.
The program assists the district in meeting its comprehensive K-12 instructional program.	C	
The program ensures that students receive adequate instruction in the educational standards adopted by the State Board of Education for the grade level(s) the program serves for students to meet state and local benchmark standards.	C	Confirmed. If the program is not a good fit for the student—they are not accepted.
The program ensures that each student participates in district and state assessments of student achievement.	C	Students were taking state tests during the visit for this eval.
The results of student performance on state assessments are reported annually to students, parents, and the school district.	C	Confirmed. Regular communication with families is the expectation
The program collects and reports to the district each student's local and state assessment, attendance, behavior, graduation, dropout, and other data required by the district and the state.	C	Confirmed. See attached samples of attendance and behavior tracking/data forms.
The program's local and state assessment, attendance, behavior, graduation, dropout, and other data required by the district are included in the district's at least annual evaluation of the program.	E	The program consistently tracks numerous forms of data and reflects on it.
The program provides one or more of the activities listed in OAR 581-023-0008, Accountable Activities, that are approved by the school district by contract: tutorial; small group; large group; personal growth and development instruction; counseling and guidance; computer assisted instruction; vocational training; cooperative and/or supervised work experience; supervised community service activities;	E	The school has small groups, multiple vocational training opportunities (see attachments), work experience, and community service activities.

Each Public or Private Alternative Program		
supervised independent study aligned with the student's educational goals.		
The district school board does not approve the enrollment of a pupil in a private alternative program unless the private alternative program meets all requirements of OAR 581-021-0045, Discrimination Prohibited.	C	By board approval each year.
Each teacher in a public alternative program holds a valid Oregon teaching license. Any Oregon teaching license is valid in an alternative program operated by a school district or ESD. A registered private alternative program is not required to employ only licensed teachers.	C	
The at least annual evaluation is in writing and a copy is provided to the program on or before June 30. A district, for good cause, may apply to the ODE for an extension of this timeline if the program operates year around and there is good cause for an extension.	C	

Example Indicators of Compliance for Use Above:

- Current district policies
- Minutes of school district or education service district board meetings
- Contract(s) with the private alternative program
- Written evaluations of the public and private program
- Reviewed financial statement(s) from the private alternative program
- Curriculum mapping/alignment documents from the public or private alternative program
- Reports of state and local assessment administration schedules
- Student performance results on state and local assessments
- Student attendance and behavior records
- Interviews and focus groups with students, parents, staff
- Other indicator(s) required by the contract between the district and the private alternative program

PLACEMENTS OF STUDENTS: OAR 581-022-1350 (5)		
The district has policies and procedures to approve placing a student in district approved public and private alternative education programs/schools. The policies and procedures ensure the following.		(OSBA Sample Policy References: IGBHB, IGBHC-AR)
Students placed in alternative education programs are those whose educational needs and interests are best served by participation in such programs and will include but not be limited to those students identified by ORS 339.250(9) (certain expulsions) and by OAR 581-022-1110(5) (Certificate of Initial Mastery Requirements).	C	A thorough referral and orientation process takes place for students who are considering a placement at Riverfront.
<p>The program serves students who are in one or more of these subgroups. Students</p> <ul style="list-style-type: none"> ● who are suspended, expelled, or considered for suspension or expulsion. ● whose attendance is so erratic that they are not benefiting from school. ● who have not met or who have exceeded benchmark academic standards. ● whose parent or legal guardian applies for a student's exemption from compulsory school attendance on a semiannual basis consistent with OAR 581-021-0075, Exemption From Compulsory Attendance. ● who are under 21 prior to the start of the district's school year and who need additional instruction to earn a diploma; or ● who are individually approved for placement consistent with the district's board policies regarding the placement. 	E	This student population is who they focus on, and they are experts at it.
Each placement of a student in a public or private alternative education program is made only if he student is a resident of the	C	By contract

PLACEMENTS OF STUDENTS: OAR 581-022-1350 (5)		
district and the district has legal responsibility for the student's education.		
Prior to placement of a student in a public or private alternative education program, the district consults with the student's parent or guardian and determines that the student is not benefiting, has not benefited, or will not benefit from attendance in other district schools or programs.	C	
Each placement of a student in a public or private alternative education program is consistent with the student's education plan (see page 3 above).	C	
Each placement of a student in a public or private alternative education program is made only if the program has been determined by the district, according to district policy, to best serve the student's educational needs and interests, within district and state academic standards.	C	
Each placement of a student in a public or private alternative education program is made only if approved by the student's resident school district and attending school district.	C	Confirmed. Release forms with all pertinent information are required.
Each placement of a student in a public or private alternative education program is made consistent with district board adopted policies and procedures.	C	
If a student will receive special education services from the program, prior to the placement, the district determines if the Department of Education has approved the program to provide special education services.	C	The district will not place a student without this approval.

Indicators of Compliance for Use Above:

- Current district student placement policies
- Student referral form(s)/format(s) with criteria
- Contract(s) with the private alternative program(s)/school(s)

REQUESTS FOR PROGRAMS: OAR 541-022-1350(6)		
The district has policies and procedures for students, parents or guardians of students residing in the district to request the establishment of new alternative education programs.		(OSBA Sample Policy Reference: IGBHB-AR)

Indicators of Compliance for Use Above:

- Current district policies
- Minutes of school district board, education service district board, or other public meetings
- Publications, announcements to students, parents, guardians
- Forms, formats, procedures for students, parents or guardians to request establishment of programs within the district.

NOTIFICATIONS OF LAW AND AVAILABLE PROGRAMS: OAR 581-022-1350(7)		
The district has policies and procedures for notification of students, parents or guardians about the following:		(OSBA Sample Policy References: IGBHC, IGBHC-AR, JGEA)
<ul style="list-style-type: none"> ● The law regarding alternative education programs. 	C	
<ul style="list-style-type: none"> ● Availability of existing alternative education programs. 	C	
<ul style="list-style-type: none"> ● The procedures to request the establishment of new alternative education programs. 	C	
Consistent with OAR 581-021-0071(2), Specific Notices Required, the district provides notices in the following situations:	C	Students Rights and Responsibilities handbook attached.
<ul style="list-style-type: none"> ● Upon the occurrence of a second or any subsequent occurrence of a severe disciplinary problem within a three-year period. 	C	
<ul style="list-style-type: none"> ● When the district finds a student's attendance pattern to be so erratic that the student is not benefiting from the educational program. 	C	
<ul style="list-style-type: none"> ● When the district is considering expulsion as a disciplinary alternative. 	C	
<ul style="list-style-type: none"> ● When a student is expelled in compliance with ORS 339.250. 	C	
<ul style="list-style-type: none"> ● When an emancipated minor, parent, or legal guardian applies for 		

NOTIFICATIONS OF LAW AND AVAILABLE PROGRAMS: OAR 581-022-1350(7)		
a student's exemption from compulsory attendance on a semiannual basis as provided in ORS 339.030(5).	C	
Consistent with OAR 581-021-0071(3), Notice Content, the notifications include at least the following:		(OSBA Sample Policy References: IGBHC-AR)
<ul style="list-style-type: none"> • The student's action, which is the basis for consideration of alternative education. 	C	
<ul style="list-style-type: none"> • A listing of alternative programs available to the student for which the district would provide financial support. The district is not obligated to provide financial support when the student is semi-annually exempted from compulsory attendance to attend community college or be lawfully employed. 	C	
<ul style="list-style-type: none"> • The program is recommended for students based on their learning styles and needs. 	C	
<ul style="list-style-type: none"> • Procedures for enrolling the student in the recommended program. 	C	
<ul style="list-style-type: none"> • When the parent or guardian's language is other than English, the district provides notification in manner that the parent or guardian can understand. 	C	

<p>Consistent with ORS 329.485 (6-7), if a student has not met or has exceeded all of the academic content standards, the school district makes additional services or alternative educational or public school options available to the student. If the student to whom additional services or alternative educational options have been made available does not meet or exceed the academic content standards within one year, the school district, with the consent of the parents, makes an appropriate placement, which may include an alternative education program or the transfer of the student to another public school in the district or to a public school in another district that agrees to accept the student. The district that receives the student shall be entitled to payment. (See ORS 329.485(7) for payment.)</p>	<p>C</p>	<p>(OSBA Sample Policy Reference: IGBHA-AR(1))</p>
<p>Consistent with OAR 581-021-0071(4), Methods, the district informs all parents or guardians of the law regarding alternative education and of the educational services available to students by such means as the student/parent handbook, notice in the local newspaper, or individual letter.</p>	<p>C</p>	<p>(OSBA Sample Policy Reference: IGBHC)</p>
<p>Consistent with OAR 581-021-0076, Notices to Exempted Students, when an exemption from compulsory attendance is granted to the parent or legal guardian of a child 16 or 17 years of age or an emancipated minor for lawful full-time employment, for full-time enrollment in a school, or for a combination of those, the district gives written notice of the alternative education program(s) available.</p>	<p>C</p>	<p>(OSBA Sample Policy Reference: IGBHC)</p>

Indicators of Compliance for Use Above:

- Current district policies
- Minutes of school district board, education service district board, or other public meetings
- Publications, announcements to students, parents, guardians (e.g. handbooks, letters, newspaper announcements)
- Forms, formats, procedures for students, parents or guardians to request establishment of programs within the district

PARTICIPATION IN DEVELOPMENT: OAR 581-022-1350(6)		
The district provides opportunities for participation by educators, community members, and parents or guardians in the development of alternative education policies and procedures.	C	

Indicators of Compliance for Use Above:

- Current district policies
- Minutes of school district board, education service district board, or other public meetings
- Publications, announcements to students, parents, guardians
- Forms, formats, procedures documenting opportunities for students, parents or guardians to participate in the development of district alternative education program policies

STATE SCHOOL FUND-CLAIMS AND PAYMENTS		
Consistent with ORS 336.635 (2) and OAR 581-022-1350(3), the alternative education program in which the student enrolls with the districts' approval notifies the student's resident district. It may bill the district for tuition. The billing is annually or at the end of each term or semester of the program. For each full-time equivalent student enrolled in the alternative education program, the school district pays the actual cost of the program or an amount at least equivalent to 80 percent of the district's estimated current year's average per student net operating expenditure, <u>whichever is lesser</u> . Each alternative education program is accountable for the expenditures of all State School Fund and other local school support moneys. It provides the school district with an annual statement of such expenditures.	C	Billing specifics are all identified in contracts with Districts. All comply with ORS 336.635 (2)
Each claim of state school funds is made consistent with OAR 581-023-0006, Student Accounting Records and State Reporting, and with the Oregon Student Personnel Accounting Manual.	C	
Activities provided by each public or private alternative education program and claimed for state school funds, and the		

STATE SCHOOL FUND-CLAIMS AND PAYMENTS

diploma credits allowed for those activities, are only those approved by the district consistent with OAR 581-023-0008, Accountable Activities for Alternative Education Programs. The allowable activities are listed in the contract with each private alternative program.	C	
Students receiving online instruction are accounted for consistent with reporting guidelines published in the Oregon Student Personnel Accounting Manual.	C	
State school funds for students in full and part-time alternative education programs are claimed consistent with the formulas described in Section 3.0, Student Measures, of the Oregon Student Personnel Accounting Manual.	C	

Indicators of Compliance for Use Above:

- ADM reports to the district from programs
- ADM reports from the district to the ODE
- Communications with Oregon Department of Education, School Finance

EDUCATION RECORDS AND REPORTS

Consistent with OAR 581-023-0006(8), Private Alternative Programs, each contracted private alternative program is required to do the following:		
<ul style="list-style-type: none"> ● Maintain records of school attendance, group sizes, and other information required by the contracting district. 	C	
<ul style="list-style-type: none"> ● Report required school finance accounting information to the district at least twice yearly, once each for October 1 through December 31 and for ten days after the end of the school year. 	C	
<ul style="list-style-type: none"> ● Retain student attendance records for at least two years. 	C	
The district maintains education records for each student in a public or private alternative education program consistent	C	

EDUCATION RECORDS AND REPORTS		
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with OAR 581-022-1660(3) and with OAR 581-021-0210 through 581-021-0440.		
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Indicators of Compliance for Use Above:

- Reports to the district from the programs
- Records maintained by the programs and the district
- Assurances or on-site inspections for retentions of records

STUDENT LEVEL DATA REPORTING		
The district includes data for each student in a public or private alternative program in reports required by the ODE.	C	

Comments/Notes/Next Steps:

My visit to the school occurred on the afternoon of 4-10-24. The school was clean, inviting and student centered. Pictures of past students were up on the walls, there was artwork, posters and inspirational comments throughout.

The program excels at providing the wrap-around services that their students need. From counseling/mental health to drug and alcohol, the school is well prepared to support the students that they support. They have a PBIS program and use restorative justice practices to create a safe place. The school continually goes through the accreditation process which is time consuming and extensive. They should be applauded for this. The use of data was clear in speaking with the principal. From academic to behavioral to attendance, data is reviewed and acted upon. The principal also shared about how they receive feedback from their students a couple times each year and afford them an opportunity to share their experience.

The vocational and work experience programs are also an area of excellence. The opportunities for students in this area are extensive, and can be tailored to fit the needs of the students. They have a handbook for these programs that explain them to both staff and prospective students. The school has a board of directors to help guide and support the school, while also providing oversight.

It was shared that the financing of their programs is always tight and a challenge, however the administration works on, completes and engages with NUMEROUS grants to help support all that they do for their students.

In summary, Looking Glass Riverfront Alternative High School is a community resource that supports a need within Lane County. That need is providing a path to a High School diploma that for many of their students has become an afterthought. The public school districts of Lane County look forward to continuing to work with Riverfront in the years to come.



Oregon

Tina Kotek, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Colt Gill

Director, Oregon Department of Education

June 2, 2023

Looking Glass Riverfront School and Career Center
1666 West 12th Ave
Eugene, OR 97402

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for the Looking Glass Riverfront School and Career Center to be registered as a private alternative education program for 2023-2024 has been approved.

Subject to the approval of each contracting district, a registered alternative education program is eligible to receive public school funds from the school districts on contractual, per student basis during the 2023-2024 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 visiting the [Institution Identification web page](#). 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 program.

A registered private alternative program must be in compliance with ORS 336.631, ORS 336.635, ORS 336.337, OAR 581-021-0045, sections of OAR 581-022-2505 that relate to Private Alternative Schools and Programs, and 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 Annie Marges at annie.marges@ode.oregon.gov

Sincerely,

Fern Ridge School District 28J
and
Looking Glass Riverfront School and Career Center
Alternative Education Provider Contract
2023-2024

THIS AGREEMENT is made and entered into the _____ day of July, 2023 between the Fern Ridge School District 28J, hereinafter referred to as District, and the above listed Alternative Education Provider, hereinafter referred to as Provider.

WHEREAS, the District desires to contract for educational services to meet individual general educational needs and special education programs identified by District procedures, whose program assists the student in achieving District and State academic standards and with prior approval Provider shall comply with State requirements to provide approved alternative services to District students. (ORS 336.631 and ORS 336.637)

WHEREAS, Provider will provide these educational services under the terms and conditions set out herein, and

It is the purpose of this Agreement to identify the direct and/or related services to be provided through this Agreement:

1. Provider will provide educational services in the core curriculum (Language Arts, second language, Math, Science, Social Studies) as well as pre-approved elective courses, assisting students in achieving District and State academic standards as well as passing scores in State Assessment tests. The compensation for such services will be at the rate as specified under section 10 of this Agreement. Students with validated special needs and/or additional special education related services may, upon District Student Services direction, qualify for services at the Provider's site under an individual student contract.
2. Core curriculum courses and elective courses must be pre-approved by the District through review of course syllabi and plan course statements that reflect that the course content and student guided and self-directed practices reflect District and State Academic standards.
3. Provider reserves the right to make all final decisions concerning acceptance of a student(s) in Provider's program(s).
4. At the time of placement, the District shall be responsible for informing Provider, in writing, of a student's at-risk status if known (discipline, suspension or expulsion status) as defined in ORS 339.250, ORS 339.240, ORS 339.250 and 339.260/OAR 581-021-0055, OAR 581-021-0065, OAR 581-021-0070.
5. All Alternative School students must first be enrolled in the District to gain consideration for

placement with Provider.

6. Each student's placement with the Provider must be pre-approved by the District.
7. Each student will have a Personal Education Plan (PEP) that is pre-approved by the District for the student's program enrollment in order to be counted for State School Funds. SSF consideration commences with signing of this contract and the student's attendance, at the Provider's site for services that honor the student's District pre-approved PEP.
8. The District may consider non-core curriculum courses as part of a student's PEP as long as said course(s) compliment District and State Academic Standards and the District does not offer an equivalent course/program as determined by the District.
9. Provider ensures that they will meet the following conditions and criteria:
 - a. Shall be registered with the Oregon Department of Education as an approved Alternative Education program.
 - b. District students must be enrolled as Home School students with the Lane ESD prior to becoming eligible for SSF apportionment.
 - c. Provider shall carefully interview and screen all staff members (whether paid or volunteer). Provider shall provide District with a list of all staff members and a memo explaining each staff member has successfully completed a criminal records check. The list to be updated for each and every individual or replacement staff member during each Fiscal Year. Provider shall retain proof of record check for length of this contract.
 - d. Provider shall supervise student(s) a) upon arrival at the Provider's site, b) during the school day, and c) leaving the Provider's site upon program day completion. Provider shall supervise each person who comes into contact with the student(s) under this Agreement. The screening and direction shall assure that the location of its services is in an area where students and staff may be properly supervised. Each employee assigned under this Agreement by Provider shall be carefully instructed and supervised regarding the confidentiality of all records regarding students and their families, and maintaining a professional relationship with students and their families by avoiding any behavior that undermines the professional character of that relationship.
 - e. All eligible students will participate in Oregon Statewide Assessment Tests and the results of student performance on state assessments, are to be reported annually to students, parents and the District.

- f. Provider will comply with all state statutes, rules and Standards. Provider also agrees to comply with District policy, procedures and Agreement terms for placement of students. Non-compliance with an alternative education rule or statute may result in the termination of this contract. (OAR 581-022-2505 (4)).
 - g. Provider will provide the District with a copy of student files complete with appropriate work samples, quizzes and tests in course(s) taken under Provider's direction at the end of each semester.
 - h. Should the District sustain any negative impact on its NCLB evaluation that is attributed to the Provider, this contract will become null and void.
 - i. At any time that the Provider becomes a fiscal burden to the District or the District finds itself at a fiscal loss due to the time required to facilitate or monitor the Provider's services this contract will be terminated.
 - j. Complete Annual Report of Alternative Education Agencies as requested. (District Code IGBHA-AR (3)).
 - k. District approval of Riverfront School course work does not necessarily imply that the District will grant credit for said course(s) towards an Elmira High School diploma.
10. As compensation for services, the District will pay Provider according to the following criterion:
- a. An amount at least equivalent to 80% of the District's estimated current year average per pupil SSF not inclusive of transportation or per student net operating expenditure, whichever is less. Calculated using OAR 581-023-0041 (1), (2), (3) up to a maximum of 810 hours of instruction for grades 1-3 and 900 hours of instruction for grades 4-8 and 990 hours of instruction for grades 9-12, with no instructional hours per day exceeding 6 hours for grades 1-3, 6.5 hours for grades 4-8 and 7 hours per day for grades 9-12 or exceeding 175 days in the academic year. (OAR 581-022-2320). Payment shall be prorated to the percentage of the school day the student is enrolled in the Provider' program and not participating in a District program. Exact formulas for calculating funds generated by students are contained in OAR 581-023-0006 or the Provider's actual cost per pupil expenditure in the program upon verification of the per pupil expense, whichever is less. Provider to provide the District with audited expense report on or about November 30, of the following fiscal year.
 - b. If a student's IEP needs exceed the usual level of services, an amount up to 120% of the amount in 10(a) may be paid to the Provider on a case-by-case basis, if the

services as mutually agreed upon by the District and the Provider, are being rendered by the Provider.

- c. Provider shall provide a program budget at the beginning of each Fiscal Year during or at the time this Agreement is signed. Provider shall provide an actual expenditure/budget report along with an overall operating budget at the end of each Fiscal Year during the period of this Agreement.
- d. The District shall pay the provider on a quarterly basis the daily rate. The final payment shall reflect an adjustment based on the final reporting to the Oregon Department of Education.
- e. The District requires monthly attendance reports from the Provider that adhere to state requirements based upon regulations for full-time or part-time Provider and size of student group served in program course:
 1. Large Group Instruction (16 or more students): Equivalent ADM of students enrolled in large group instruction shall be computed by multiplying total hours of instruction given all students during the reported period by a factor of .167 and dividing the product by 55 for the October to December 31 quarterly report and by 175 for the June 30 report. A student instructed in large group instruction for six hours/week for the entire year would be classified .2 ADM and generates \$** (.2 X \$*) in payment from the District.
 2. Intermediate Group Instruction (6-15 students): Equivalent ADM of students enrolled in intermediate group instruction shall be computed by multiplying total hours of instruction given all students during the reporting period by a factor of .222 and dividing the product by 55 for October 1 to December 31 quarterly report and by 175 for the June 30 annual report. A student instructed in intermediate group instruction for six hours/week for the entire year would be classified as .226 ADM and generates \$** (.266 X \$*) in payment from the District.
 3. Small Group Instruction (2-5 students): Equivalent ADM of students enrolled in small group instruction shall be computed by multiplying total hours of instruction given all students during the reporting period by a factor of .333 and dividing the product by 55 for the October 1 to December 31 quarterly report and by 175 for the June 30 annual report. A student instructed in small group instruction for six hours/week for the entire year would be classified as .4 ADM and generates \$** (.4 X \$*) in payment from the District.

Payment shall be prorated to the percentage of the school day each student is in attendance

and enrolled with the Provider and not participating in a District program. Exact formulas for calculating funds generated by students are contained in OAR 581-023-0006.

The District also requires that Provider complete all necessary student personnel reports (Forms 3200, 3201 or 3201 (a), (c), as required by the Oregon Department of Education and submit said reports to the District to adhere to the state calendar.

Provider shall have to provide for licensed special education teacher/specialist . . .

f. District is not responsible for transportation.

11. Insurance: The Provider shall obtain at the Provider's expense and keep in effect during the term of this Agreement the following insurance coverages:

- a. Commercial General Liability covering claims of bodily injury and property damage in an aggregate amount of not less than \$1,000,000 for each occurrence and \$2,000,000 in the aggregate naming the District and its employees, officials and agents as an additional insured as respects to work or services provided in this Agreement. The insurance is primary to any insurance the District may carry on its own.
- b. Automobile liability coverage for any owned autos (if applicable) and hired/non-owned autos in an amount not less than \$1,000,000 for claims of bodily injury or property damage.
- c. Educational leaders Errors & Omission coverage in an amount not less than \$1,000,000 per claim.
- d. Evidence of the above coverage issued by a company satisfactory to the District shall be provided to the District by way of a certificate of insurance before any work or services commence. A 30 day written notice of cancellation or material change in coverage clause shall be included. Failure to maintain proper insurance shall be grounds for immediate termination of this Agreement.
- e. A certificate of worker's compensation needs to be provided to the District. The District and Provider shall indemnify and hold harmless the other from all suits or actions of every nature and description brought forth on account of any damage, injury (including death), or loss which may have been caused or may have resulted from the other's performance of this Agreement.

12. The District and Provider acknowledge that no relationship is established by this contract beyond the scope of those rights and obligations specified herein. The District exercises no

control over the Provider program; nor is responsible for its acts, and assumes no specific responsibility to the Provider except for those specified under the terms of this Agreement. Exceptions are as follows:

- a. The District shall monitor for compliance for IDEA regulations.
 - b. The District shall evaluate alternative education services of the Provider as required by ODE OAR 581-022-2505(4) and ORS 336.615, 336.665.
 - c. The Provider shall submit any other evaluation or report as required by state or federal law.
13. If suit or action is brought for the purpose of enforcing the terms of this Agreement, the prevailing party in such suit or action shall be entitled to attorney's fees and costs in said suit or action at trial upon appeal.
14. **HOLD HARMLESS and INDEMNIFICATION:** to the fullest extent of the law, Provider will defend, indemnify, hold harmless and reimburse the District (including its officers, board members, agents and employees from all claims, demands, suits, actions, penalties, damage expense for liability of any kind) including attorney's fees. To the extent that death or bodily injury to persons or damage to property arises out of the fault of the Provider, the Provider indemnity obligation exists only to the extent it contributed to or caused damage, whether or not such are contributed to or caused in any part by District.
15. The Fern Ridge School District reserves the right to revise the contractual amount in Section 10 as soon as District receives notification of final average net operating expenditure from State Department of Education.

End of Articles

Provider Representative

Date

District Representative

Date



7-24-23

Looking Glass Riverfront School Transition Plan

Student Personal Information

Name _____ Date enrolled _____ District _____

Main teacher _____ Graduation year _____

Academic Goals

Smarter Balanced _____

Writing Samples _____

Reading Samples _____

Math Samples _____

Study interests #1 _____ #2 _____ #3 _____

College choices #1 _____ #2 _____ #3 _____

Career Goals (month/year)

Career fair _____

Guest speakers _____

Business tour _____

College tour _____

Job shadow _____

CIS _____

Resume _____

Mock interview _____

Application _____

Cover letter _____

Career Interests

#1 _____ #2 _____ #3 _____

School/Community Activities

LMYC _____
Culinary Arts _____
Skilled Trades _____
Job _____
Volunteer/Other Work Experience _____

Post-Secondary Planning

LCC placement testing _____
Oregon Promise _____
FAFSA _____
OSAC _____

Scholarships #1 _____ #2 _____ #3 _____

Certifications

Food Handlers Card _____
CPR _____
First Aid _____
Other _____

Senior Project

Senior project proposal _____
Senior project _____
Senior project reflection _____

Incident Report

cheryl.zwillinger@lookingglass.us [Switch account](#)



* Indicates required question

Email *

Your email

Student (first and last) *

Your answer

Referring Teacher (first name) *

Your answer

Witnessing Staff (first name) *

Your answer

Date of Incident *

Date

mm/dd/yyyy

 [Request edit access](#)



Location of Incident *

Choose ▼

Which Period did this happen? *

Choose ▼

What next steps would you like to see occur? *

- No next steps needed- This is for tracking purpose only.
- Teacher checked in
- Teacher will check in
- Admin check in
- Responsive Circle with Referring Teacher and/or Family
- Community Conferencing
- Other:

Type of Incident *

- Major Offense
- Minor Offense

Next

Clear form



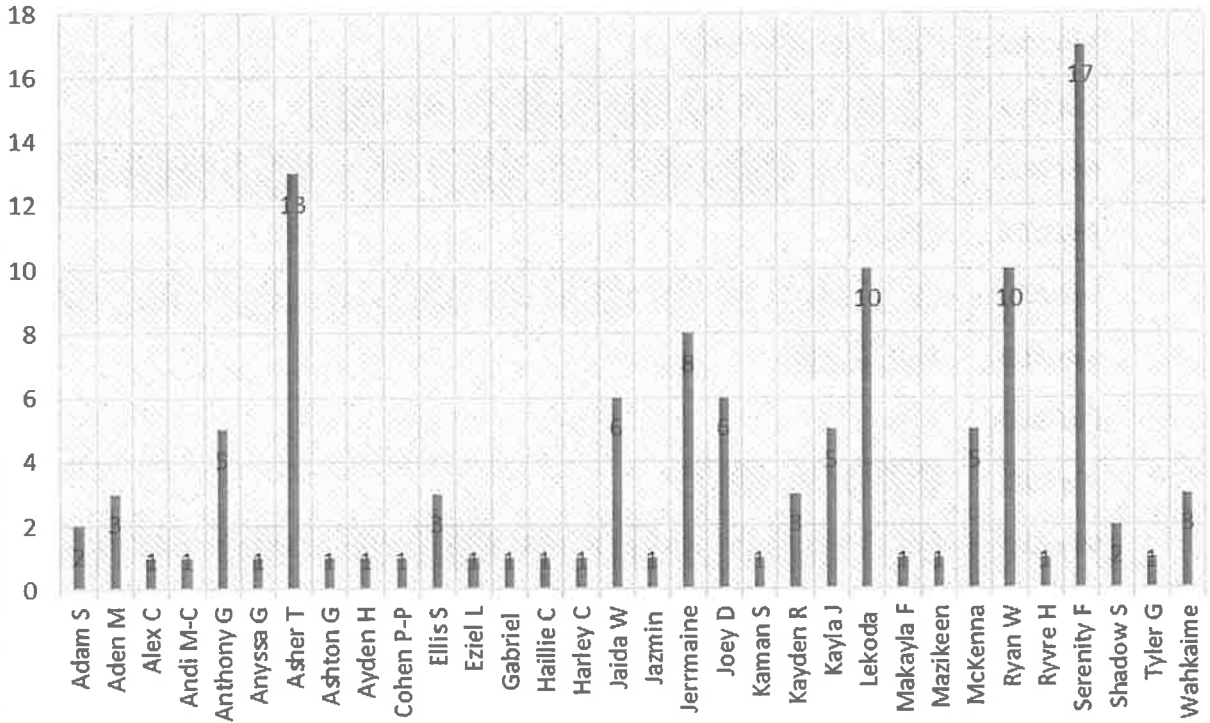
Request edit access



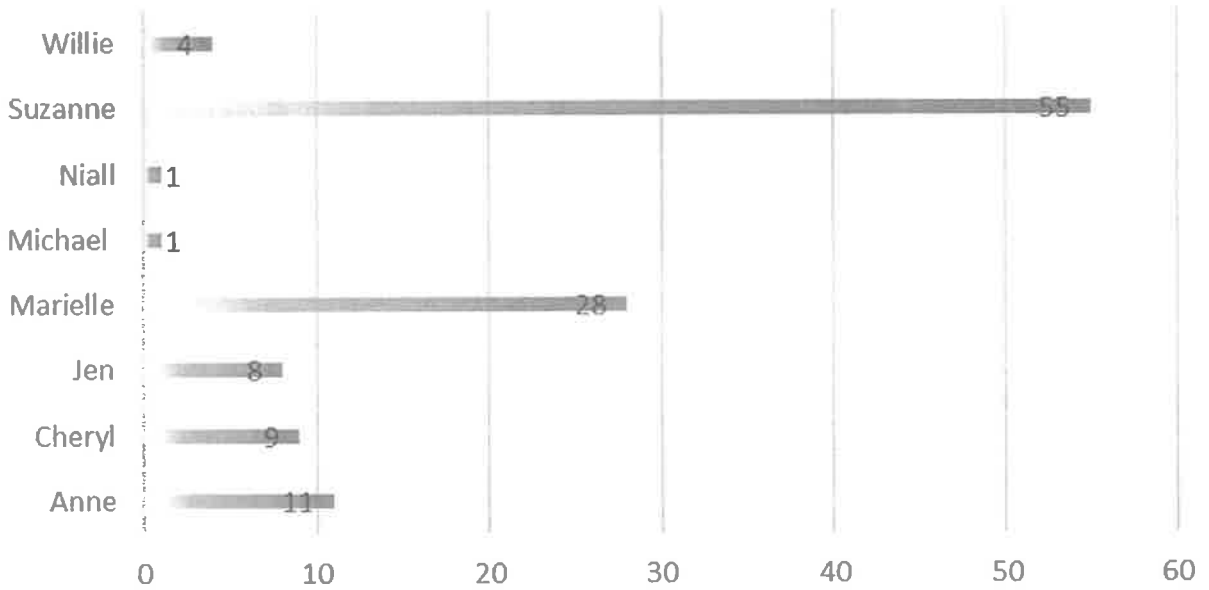
Never submit passwords through Google Forms.

Incident Report Data 2022-2023

Student Incident Rate



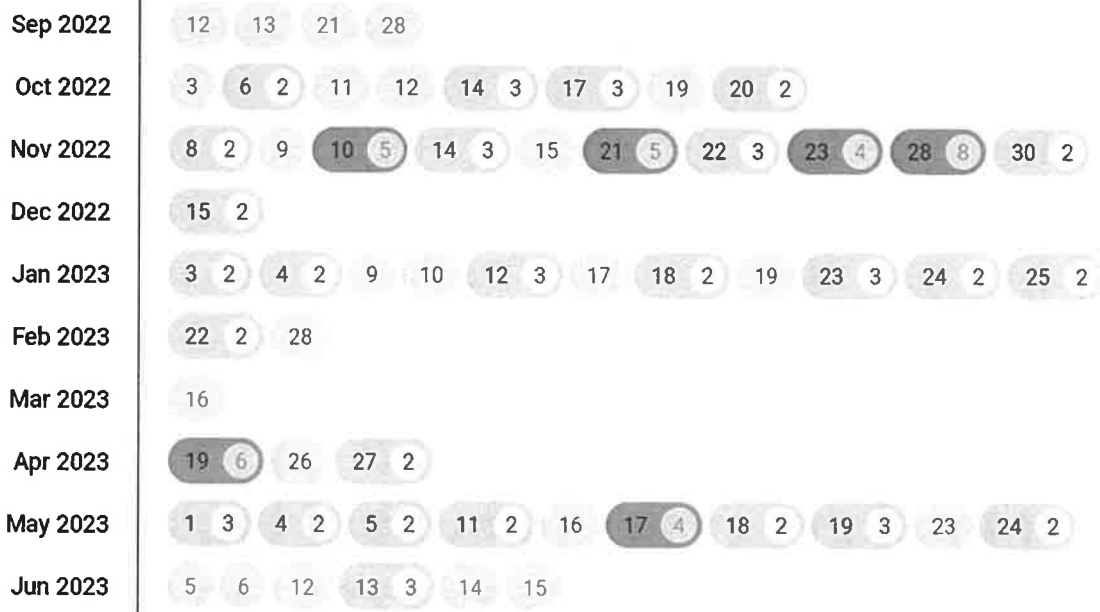
REFERRING STAFF



Incident Report Data 2022-2023

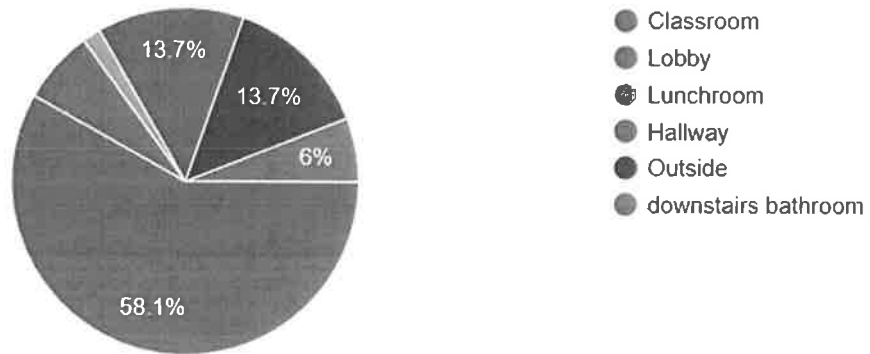
Date of Incident

117 responses



Location of Incident

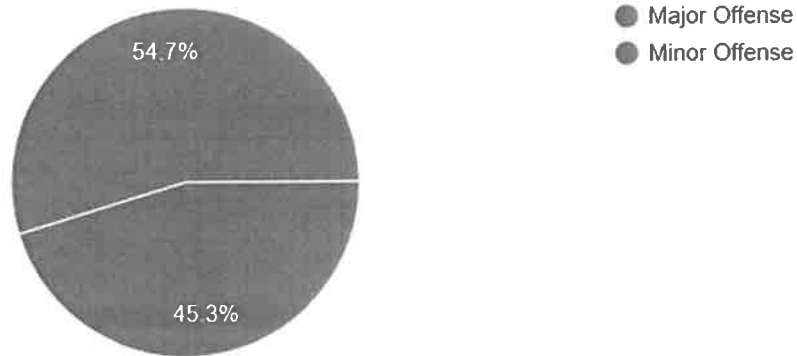
117 responses



Incident Report Data 2022-2023

Type of Incident

117 responses

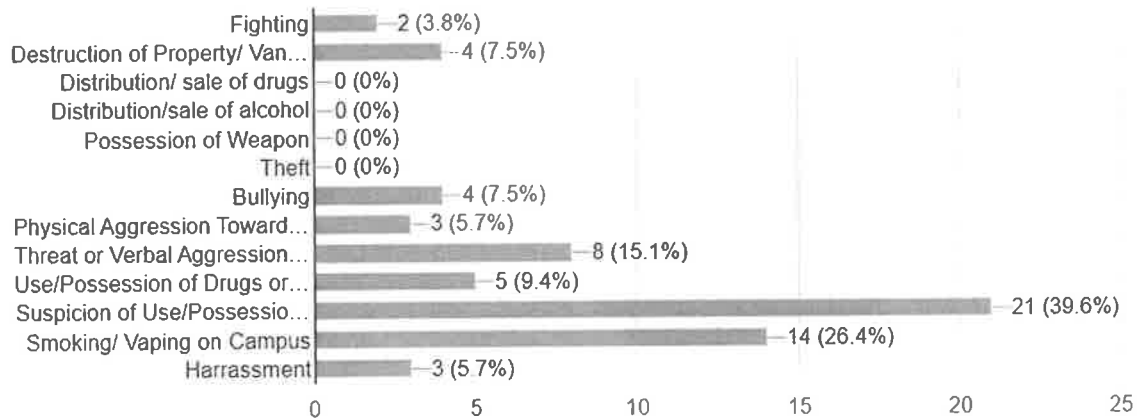


Major Offense

Expectation(s) Not Met

Copy

53 responses



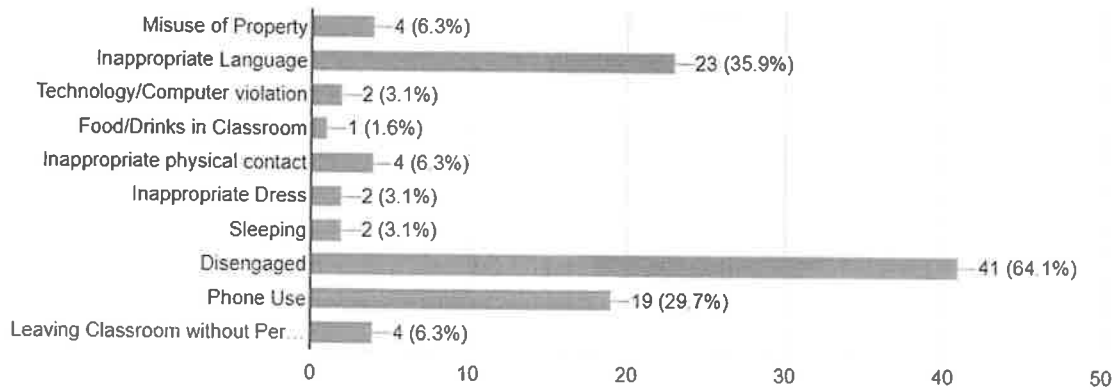
Incident Report Data 2022-2023

Minor Offense

Expectation(s) Not Met

 Copy

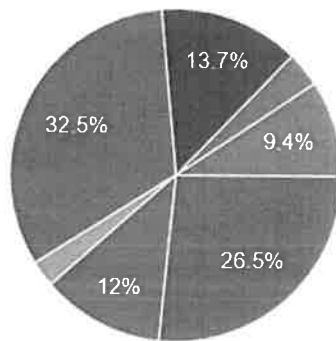
64 responses










What next steps would you like to see occur?

 Copy

117 responses

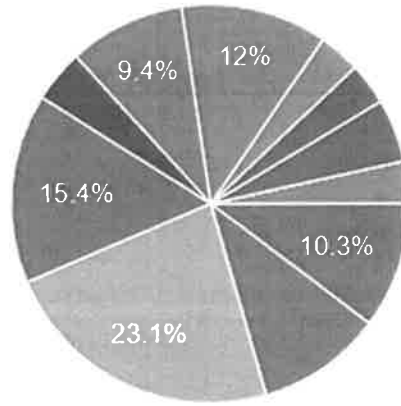


-  No next steps needed- This is for tracking purpose only.
-  Teacher checked in
-  Teacher will check in
-  Admin check in
-  Responsive Circle with Referring Teacher and/or Family
-  Community Conferencing
-  Other:

Incident Report Data 2022-2023

Which Period did this happen?

117 responses



- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th

1/2 ▼

- 1st Lunch
- 2nd Lunch
- 10 minute Break
- Between Classes



Looking Glass Community Services

Riverfront School & Career Center

Looking Glass Programs

Counseling Services

Counseling 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

Regional Crisis Center
Pathways Boys Program
Pathways Girls Program
Stepping Stone Program
Parole Revocation Diversion Program

November 10, 2023

To The Parent or Guardian of

Following every academic quarter we would like to provide you with an update on your students progress in school. From September 5, 2023 to November 10 2023, they have earned the following credits:

Course	Grade	Credits	Comments
Algebra I	A	0.33	
Science Fiction	A+	0.5	Full Credit- Completed All Assignments
Career/College Ready	A+	0.17	
Health & Wellness	A+	0.17	
Community Service	A+	0.34	
Friday Electives	PASS	0.03	Friday Electives

More than 4 absences (per 30 minute class period) will result in a loss of credit in that class.

Your educational success is our primary concern. If you have any questions, please call the school at 541-302-2554.

Sincerely,



A United Way Agency

Riverfront School &
Career Center
1666 West 12th Ave.
Eugene, OR 97402
Phone: (541) 302-2554
Fax: (541) 302-3767



Looking Glass
Community Services

May 20, 2024

Riverfront School & Career Center

Looking Glass Programs

Counseling Services

- Counseling 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

- Regional Crisis Center
- Pathways Boys Program
- Pathways Girls Program
- Stepping Stone Program
- Parole Revocation Diversion Program

Dear Parent/Guardian,

Enclosed are the results of your student's Smarter Balanced Assessments from the 2023 - 2024 school-year.

A key component of Oregon's Education Reform Act is to measure student's progress toward achievement standards at various grade levels. These standards define what students are expected to know and be able to do in mathematics, science, reading and writing at different grade levels.

As a condition of our contract with school districts, Riverfront School is required to administer the Smarter Balanced Assessments. Results on the assessments will not affect your student's academic standing in our school. The Essential Skills requirement has been waived until 2027-2028 therefore it is currently not a graduation requirement.

If you have further questions about the Assessments, or your child's results, please give me a call.

Sincerely,

Cheryl E. Zwillinger
Program Director



A United Way Agency

Riverfront School &
Career Center
1666 West 12th Ave.
Eugene, OR 97402
Phone: (541) 302-2554
Fax: (541) 302-3767

FUTURE READY EMPLOYMENT PROGRAM

Youth Employment Opportunities in Lane County

- Positive *PAID* work experience
 - Gain useful references and professional relationships!
 - Financial Literacy Workshops
 - Work Readiness Workshops
- Work experiences are 12-16 weeks long

Now accepting applications

- \$15/hr
- Ages 14-24
- Not currently employed
- Not enrolled in public school



Looking Glass
Community Services



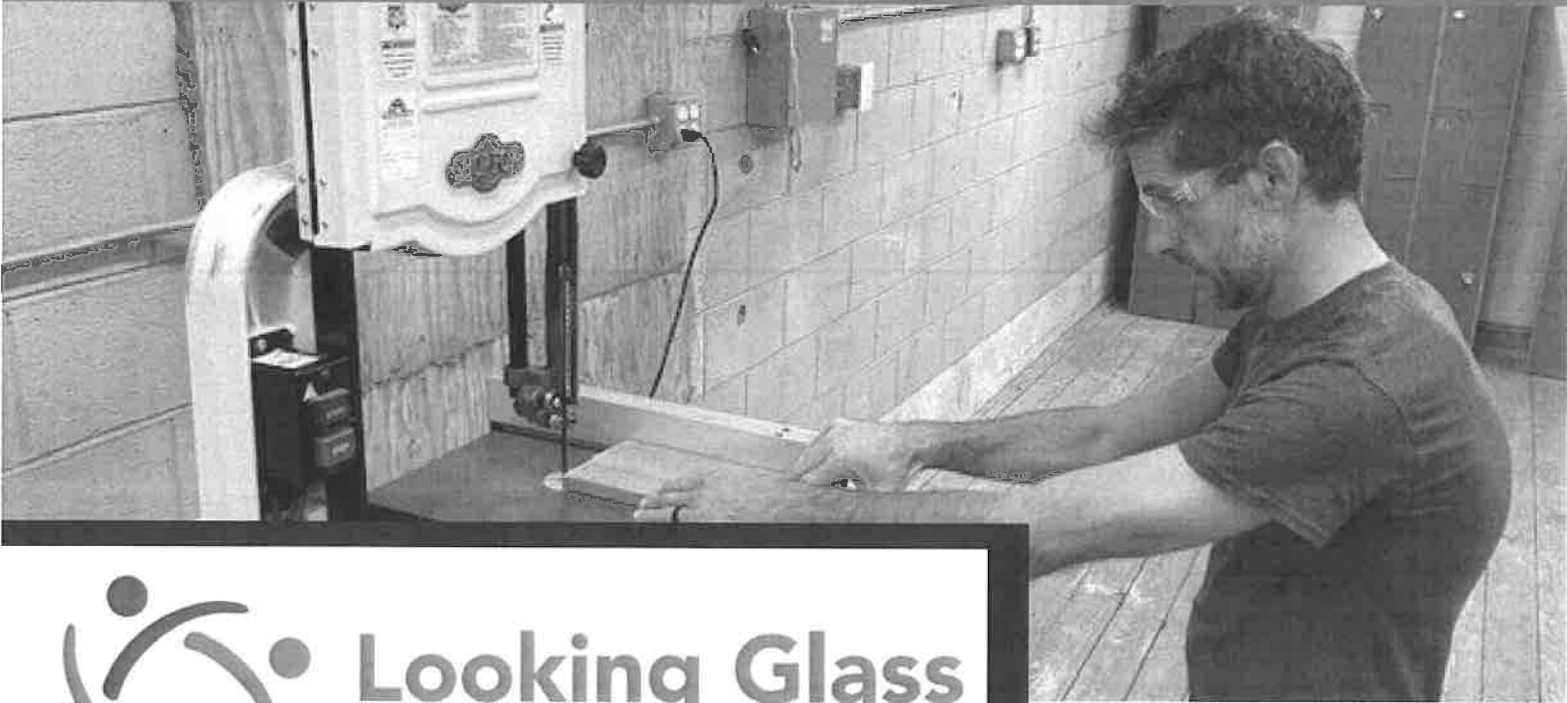
Contact: Shelby Wiedenmann
Looking Glass Community Services

541-913-1738

Shelby.Wiedenmann@lookingglass.us

*Operated by Looking Glass in partnership with Youth Development
Oregon*

RIVERFRONT SKILLED TRADES PROGRAM STUDENTS WANTED!



Looking Glass
Community Services

The Skilled Trades Program will provide youth in Lane County with:

ABOUT THE SKILLED TRADES PROGRAM

The Skilled Trades Program at Riverfront School and Career Center will provide hands-on training and education in fields that lead to sustainable living-wage careers. Riverfront students, out-of-school students, and recent graduates ages 16 - 21 can enroll in the program.

Looking Glass will be working with the Lane Community College "College Now Program" to provide students with college credit for their coursework and hands-on experiences while in the program.



- Basic carpentry skills for the construction industry
- Blueprint reading experience
- Construction math skills
- Safe operation of hand & power tools used in construction trades
- Understanding industry safety standards
- Ability to earn points needed for apprenticeship application
- Opportunities to hear from experts in the field
- Career exploration in construction and related fields

Interested students should contact Cheryl Zwillinger, Riverfront School Program Director, at Cheryl.zwillinger@lookingglass.us



Looking Glass
Community Services

Looking Glass Lane-Metro Youth Corps Fact Sheet

Program: Lane-Metro Youth Corps is a community-based employment, training and education program for young adults, ages 14 to 21. The Corps integrates work experience with education and youth development. The Corps is dedicated to improving the community's social welfare and natural resources while creating an employable young adult work force.

- ❖ **Education** - Academic skills are taught both in a classroom setting and at the work site through hands-on experience. Students spend 15 hours in classroom instruction and earn up to 8 credits per school year for combined classroom and work experience time. Academics include math, environmental science, language arts, U.S. history, physical education and electives.
- ❖ **Work Program** - Corps members work a minimum of 12 hours per week, and up to 32 hours per week in the summer at worksites. The crew work environment offers opportunities in teamwork, cooperation, communication, and leadership skill building. Concepts learned in the classroom are applied at the work site.
- ❖ **Stipends** - Weekly stipends are available based on attendance and teamwork.

Projects: Corps projects provide lasting economic value to the community. They do not displace full-time regular employees, and they are environmentally sound. Projects include:

- ❖ Minor Construction
- ❖ Landscaping
- ❖ Invasive Plant Removal
- ❖ Trail Building
- ❖ Wetlands Restoration
- ❖ Native Planting

Eligibility: During the school year, Corps members earn credits toward a diploma. During the summer, the program accepts community referrals.

Funding Sources:

- ❖ Oregon Youth Conservation Corps
- ❖ Youth Development Division
- ❖ Fee-for-service
- ❖ Local School Districts

For more information: Call Cheryl Zwilling at **541-302-2554**.

This program is funded in part by the USDA and the State of Oregon, which are equal opportunity providers and employers. Auxiliary aids and services are available upon request to individuals with disabilities.



CREDIBILITY • INTEGRITY • ACHIEVEMENT



A United Way Agency

www.lookingglass.us

Revised: April 2022



Looking Glass
Community Services

Looking Glass Riverfront School & Career Center Fact Sheet

Program: The Looking Glass Riverfront School and Career Center is an accredited alternative school, offering education and vocational training for out-of-school youth, ages 14 to 23.

Our mission is to provide youth with a safe and respectful environment in which they are empowered with the knowledge and skills necessary for success in life. The program is funded by local school districts, Department of Human Services, Youth Development Oregon, the Higher Education Coordinating Commission, and Oregon Youth Corps.

Services:

- ❖ Academic instruction toward a high school diploma or GED
- ❖ Basic skills instruction (reading, writing, and math).
- ❖ Comprehensive career assessment
- ❖ Work Readiness skills training and job search assistance
- ❖ Vocational training and academic credit through the **Skilled Trades Program, Future Ready, and the Lane-Metro Youth Corps.**
- ❖ **Independent Living Skills Program** for youth in foster care.
- ❖ Paid and non-paid work-based learning opportunities
- ❖ Referral to community resources
- ❖ Assistance with transportation, job search clothing, identification, and GED testing fees.

Eligibility: Academic Program, Lane-Metro Youth Corps, Skilled Trades Program, and Future Ready: youth ages 14 to 21 **Independent Living Program:** youth ages 14 – 23.

Staff: Staff are experienced employment & training professionals. Classroom instructors are certified teachers with experience working with youth from various backgrounds, needs and abilities.

Location: Looking Glass Riverfront School & Career Center, 1666 W 12th Avenue., Eugene, 97402

Referrals: For more information call **541-302-2554**.

This program is funded in part by the USDA and the State of Oregon, which are equal opportunity providers and employers. Auxiliary aids and services are available upon request to individuals with disabilities.



CALDWELLITY • INTEGRITY • ACHIEVEMENT

www.lookingglass.us



A United Way Agency



Looking Glass
Community Services

Looking Glass

Help, Hope & Healing

Over 8,000 Clients Served in 2021!

Mission: Build a better future for children, youth, adults, and families by helping them navigate the challenges of childhood, adolescence, and adulthood.

Services: Looking Glass offers a unique continuum of services, from prevention to treatment, through the innovative programs it operates in the following areas:

Counseling Services

- ❖ **Counseling Program** – Outpatient mental health treatment for children, youth, adults and families. Services are provided at locations throughout Lane County. **Call 541-484-4428**
- ❖ **Crisis Response Team** – 24-hours, 7 days a week crisis line for children and their families. **Call 888-989-9990**

Homeless Youth Services

- ❖ **Station 7 Program** – 24-hour crisis intervention, family reconciliation and emergency shelter for runaway and homeless youth, ages 11-17. **Call 541-689-3111**
- ❖ **New Roads Program** – Outreach, Drop-in Center, Transitional and independent living services for homeless youth, ages 16 to 21. **Call 686-4310. New Roads School For Homeless Youth Call 541-302-2551**
- ❖ **Rural Program** – Outreach and Drop-in Center services for homeless youth in the Cottage Grove and surrounding rural areas. **Call 541-767-3823.**

Educational and Vocational Services

- ❖ **Riverfront School and Career Center** – An accredited alternative school offering education and vocational training for youth, ages 14-21. **Call 541-302-2554**
- ❖ **Center Point School** – Academic and therapeutic services for youth with mental health issues, ages 11 to 17. **No direct referrals.**

Residential Services

- ❖ **Pathways Girls Program** – Residential Behavioral Rehabilitation Services for females aged 12 to 18. **Call 541-790-2540.**
- ❖ **Regional Crisis Center** – Psychiatric and Subacute Residential Treatment Services for all genders, ages 12 to 18. **Call 541-743-2611.**



COMMITMENT • INTEGRITY • ACHIEVEMENT

For more information
Call 541-686-2688
www.lookingglass.us



A United Way Agency

