



Fern Ridge School District 28J

Gary E. Carpenter, Jr.
Superintendent

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3-31-2025

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

In addition to the attached files in the electronic version, I am in possession of numerous other manuals and support documents that will be included in the hard copy I deliver to the ESD who maintain these records.

Professionally,

Gary Carpenter
Superintendent, FRSD 28J
541-935-2253
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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)

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 the ODE website
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.

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 the ODE website
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	

Each Public or Private Alternative Program		
A transportation plan is in place ensuring that the program is accessible to each student approved for placement in the program.	C	
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	Confirmed, although many students do opt-out.
The results of student performance on state assessments are reported annually to students, parents, and the school district.	C	Confirmed. Regular communication with the 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. I reviewed samples of attendance and behavior tracking 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 school 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	E	The school has small groups, multiple vocational training opportunities, work experience and community service activities.

<i>Each Public or Private Alternative Program</i>		
and/or supervised work experience; supervised community service activities; 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	Correct. Only 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.	C	(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 with their "intake" person at Riverfront with all students considering a placement.
<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. 	C	This student population is who they focus on, and they are experts at serving them.
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.	C	(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:	C	(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	
<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 a student's exemption from 	C	

NOTIFICATIONS OF LAW AND AVAILABLE PROGRAMS: OAR 581-022-1350(7)		
compulsory attendance on a semiannual basis as provided in ORS 339.030(5).		
Consistent with OAR 581-021-0071(3), Notice Content, the notifications include at least the following:	C	(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	C	

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.		
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:	C	
<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		
with OAR 581-022-1660(3) and with OAR 581-021-0210 through 581-021-0440.		

- 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 3-26-2025. The school was clean, inviting and student centered. Pictures of past students, artwork, posters and inspirational comments were spread throughout the facility.

The program excels at providing the wrap-around services that their students need. From counseling/mental health to drug and alcohol (of which they have a designated staff member for each), 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. Recently in their skilled training program they have built 2 tiny houses. They currently have 5 students participating in this program. 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. The board meets quarterly.

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. There is some uncertainty in future grants but the staff, in particular Director Zwillinger, puts in a ton of time and energy to secure grants that support their programs. Recently they received a new 12k grant to support providing students both breakfast and lunch meals.

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!

Dr. Charlene Williams

Director of the Department of Education

August 1, 2024

Dear Cheryl Zwillinger of Looking Glass – Riverfront and Career Center,

I am pleased to inform you that the Oregon Department of Education (ODE) has approved your application to provide special education services to students with disabilities as a private alternative education facility. This letter represents a renewed approval of an application, starting August 1, 2024. As per OAR 581-015-2280, to maintain continuous approval, a private school must demonstrate ongoing compliance and reporting obligations as well as submit evidence of updates insurance, fire, and health inspections with their renewal application 30 days prior to the expiration date which is one year from the approval date. Renewal will be on an annual basis provided the updated fire/health inspections and insurance coverage are provided to ODE no later than July 1, 2025.

This approval is a testament to the demonstrating your school can meet the assurances and to meet the requirements of providing to Oregon Department of Education:

1. Updated Contact and School Information: *Provided within application to ODE.*
2. Statement of Assurances: *Signed by School Administrator and submitted to ODE.*
3. Documentation of annual fire and health inspections and current insurance coverage.
 - a. Copy of current annual fire inspection results conducted by state or local fire marshal, including verification from the fire marshal that any violations identified in the inspection have been corrected: *Submitted to ODE.*
 - b. Copy of current annual inspection by the local county health department, including correction of any violations related to environmental health, food service, and communicable disease: *Submitted to ODE.*
 - c. Copy of Documentation of Commercial General Liability Insurance in effect throughout the approval year: *Submitted to ODE and approved.*

As you are aware, providing special education services requires a commitment to meeting the unique needs of each student, as well as compliance with state and federal regulations. We commend your school's commitment to ensuring that all students, regardless of their individual needs, have access to a quality education. We look forward to working with you in this important endeavor.

Thank you,

Allyson McNeill (she, her, hers)
Director Of Resource Management and Operations
Office of Enhancing Student Opportunities
Allyson.McNeill@ode.oregon.gov | www.oregon.gov/ode

LOOKING GLASS RIVERFRONT SCHOOL & CAREER CENTER
Alternative Education Services for Junction City School District

THIS AGREEMENT is made and entered into the 1st day of July, 2024, between JUNCTION CITY SCHOOL DISTRICT #69J, hereinafter referred to as District, and LOOKING GLASS RIVERFRONT SCHOOL & CAREER CENTER, hereinafter referred to as Looking Glass.

WHEREAS the District desires to contract for educational services to meet the learning needs of District #69J resident students who are not currently attending school, but who are enrolled in the Looking Glass Riverfront School and Career Center, in order to comply with State requirements to provide alternative education programs in certain circumstances (ORS 339.240 (6) and ORS 339.620),

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

WHEREAS it is the purpose of this agreement to formalize understanding and process through which the District and Looking Glass will provide alternative services to non-attending students who are in need of such services on a student-by-student determination.

NOW THEREFORE it is hereby understood and agreed as follows:

1. Looking Glass will provide educational services for District students who are not currently enrolled in school but are enrolled in the Looking Glass Riverfront School and Career Center on a space available basis, that is Looking Glass shall determine the number of students to be admitted to the program based upon space available as determined by Looking Glass. Students shall be released by the Junction City School District team on a case-by-case basis.
2. Looking Glass will provide case management services (not limited to student contact), counted as large group instruction and contribute up to ten percent of equivalent ADM in accordance with OAR 581-023-0006.
3. Looking Glass reserves the right to make all final decisions concerning acceptance of students in the program.
4. The Looking Glass Riverfront School and Career Center will be registered with the Oregon Department of Education.
5. The Looking Glass Riverfront School and Career Center will be registered with the Oregon Department of Education as an approved Special Education site.
6. The Looking Glass Riverfront School and Career Center will provide all the services per ORS336.640(1)(b) and (d) to pregnant and parenting teens and will bill at an additional 1.0 times the ADM per ORS336.640(4).
7. a) The District will pay Looking Glass upon billing, the actual cost per student, or an amount at least equivalent to 80% of the District's estimated current year average per pupil net operating expenditure (currently \$ _____), whichever is less in accordance with ORS 339.620. One student is entitled to _____ full days of instruction in a fiscal year (July 1 – June 30). Looking Glass will bill the district quarterly based on average daily membership (ADM) as reported to the Oregon Department of Education.

- b) If the student's IEP needs exceed the usual level of services, an amount up to 120% of the amount in 7(a) may be paid 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. (Estimated for 2024-2025 to be \$____, 120% of \$____ = \$____). One student is entitled to full days of instruction in a fiscal year (July 1 – June 30).
8. The Provider shall comply with the Oregon Educational Reform Act by implementing all statewide testing and required work samples for eligible students. There is a shared responsibility between the Provider and the District for identifying students eligible for testing and retesting. The District and the Provider will identify contact persons to coordinate testing procedures (ORS329.485).
 9. The term of this agreement shall be from the 1st day of July, 2024 to the 30th day of June 2025. The term of this agreement may be extended as mutually agreed upon between the parties in writing.
 10. The parties agree that the terms of this agreement may be amended as mutually agreed upon between the parties in writing.
 11. The parties 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 program at Looking Glass; is not responsible for the acts of Looking Glass and assumes no specified responsibility to Looking Glass except for those specified under the terms of this agreement.
 12. The District and Looking Glass shall indemnify, defend 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.
 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 or upon appeal.
 14. The suspension or revocation by the ODE of the 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.
 15. Non-compliance with a rule or statute implemented by OAR 581-022-1350 may result in termination of the contract.
 16. At the time of referral, the District shall be responsible for informing Providers in writing of a student's at-risk status (discipline, suspension or expulsion for misconduct) as defined in ORS 339.250, ORS 339.240, ORS 339.250, & 339.260/OAR 581-021-0055, OAR 581-021-0065, OAR 581-021-0070.

JUNCTION CITY SCHOOL DISTRICT #69J
Lane County, Oregon

Looking Glass Community Services
Lane County, Oregon

By: _____
Troy Stoops, Superintendent

By: _____
Cheryl Zwillinger, Program Director

Date: _____

Date: _____

JUNCTION CITY SCHOOL DISTRICT #69J
Lane County, Oregon

c:\contract\jcity

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 _____