

Board of Directors Meeting  
School District 4J, Lane County  
200 North Monroe Street  
Wednesday, August 15, 2007 – 7 p.m.

**TO: Board of Directors**

**FROM: George Russell  
Superintendent of Schools**

**RE: Reports and Recommendations**

**VII. ITEMS FOR INFORMATION**

**1. Receive Final Report on Superintendent's Goals for 2006-07**

On October 18, 2006, we agreed upon my goals for the 2006-2007 and 2007-2008 school years, along with the other criteria that will be used in my annual evaluation. The goals deal with student achievement, strategic planning, funding and fiscal accountability, legislative issues, and communication and intergovernmental relations. Those goals, along with the job description and criteria will be reviewed as part of my annual evaluation, which will be conducted in executive session after the end of the September 5 regular board meeting.

I presented a progress report at the April 18, 2007 board meeting. Included in the board packet for this meeting is a copy of the annual report summarizing goal attainment for the 2006-07 school year. At the September 5 board meeting, I will give a brief overview of the Final Report and respond to any questions by board members.

**2. Receive a Legislative Report (Staff: Barb Bellamy)**

The 2007 Legislature adjourned on June 28, 2007. Staff will recap some of the new legislation, approved during the session, that impact school districts. A copy of the Oregon School Boards Association 2007 Legislative Summary is included in your packet.

**VIII. ITEMS FOR ACTION AT THIS MEETING**

**1. Approve the Superintendent's Recommendation for the Shaping 4J's Future Public and Staff Input Process**

Shaping 4J's Future is a strategic planning process to answer questions about how and where the district will provide instructional programs to best serve students, in light of declining enrollment and changing student demographics and needs. During Phase 1 of the planning process, the district compiled data on our enrollment trends and student demographics and conducted focus groups, comprised primarily of district staff, on eight topics. Each focus group reviewed literature on best practices and the district's current service delivery model, then developed three or more options for service delivery in the future, based upon different funding levels. These findings were summarized in the Trends and Issues Report in January 2007 and reviewed by the Board on February 26, 2007.

During Phase 2, a Think Tank of community members reviewed the data that emerged during the first phase and packaged options for the Board to consider moving forward for community discussion in October. The Think Tank was asked to consider administrative, financial, legal, and political feasibility of the options developed by the focus groups, and to narrow and package the options for community consideration. The University of Oregon Public Policy Institute convened the Think Tank and coordinated this phase of the planning process. On August 1, Think Tank members joined the Board work session to discuss the draft Think Tank Report, dated July 25, 2007. (The final report, which has only minor corrections, will be provided to the Board at the August 15 meeting.)

The district is now ready to begin Phase 3, gathering input from our broader community and staff. A superintendent's recommendation has been prepared regarding:

- What options should move forward to the public/staff input process; and
- The scope of the public and staff input process.

In most cases, my recommendations concur with the Think Tank. I have, however, added further detail with input from the superintendent's staff. My purpose in doing this is to clarify and be more specific about the possibilities that I am suggesting we present to the public and staff. I want to emphasize that the public/staff information and input materials have yet to be developed, so the final wording or description of each option may be different or some categories may be combined as we prepare and refine our information and input materials.

A recommendation for a public/staff input process is also presented for Board direction. The process was developed by Associate Professor Ed Weeks from the UO Public Policy Institute and is designed to provide information that expands awareness of district student enrollment trends, describes possible options for serving students in the future including potential implications of these choices, and gathers input regarding public and staff preferences for the district's future direction. The proposed input process will be open to input from all community and staff members, and also provide the Board with statistically valid information from representative samples of staff and community members.

The Superintendent's Recommendations and Response to the Think Tank Report and the Superintendent's Recommendation for the Shaping 4J's Future Public and Staff Involvement Process is included in your packet.

The superintendent recommends that the Board direct staff to proceed with the Shaping 4J's Future public/staff input process and other recommendations as presented.

## IX. CONSENT GROUP - ITEMS FOR ACTION

### 1. **Approve Grant Application: Comprehensive Guidance and Counseling Workgroup (CGC)** (Staff: Laurie Moses)

Staff in the High School Services Department submitted a \$10,081 grant application to the Oregon Department of Education. The project will implement district-wide PreK-12 Comprehensive Guidance and Counseling programs with Oregon CGC Framework. The project will also align school counseling programs with state and national standards as well as new diploma requirements.

A district Comprehensive Guidance and Counseling team will be created and will include administrators, counselors, teachers and other staff. The 4J team will participate in workshops on August 2, 3 and 15, with its designated CGC team and travel expenses will be funded by this grant. The District Project Director will assure proper use of training funds. The district's financial obligations for administrative costs will be minimal.

The superintendent recommends approval of the grant application. A copy of the grant description form is included in the packet.

### 2. **Extend Contracts with Looking Glass for a Variety of Services** (Staff: Londa Rochholz and Caroline Passerotti)

The district contracts with Looking Glass Youth and Family Service, Inc. ("Looking Glass") to provide a variety of alternative education services, including special education services, under Board Policy DJCA Personal Services Contracts.

The following policy provisions apply, since the district has had contracts with Looking Glass since before the June 2001 board policy revision:

- DJCA 8. Contracts normally shall be written for no more than three years; with the ability to renew the contract for another three-year period upon a finding that it is in the public's best interest to do so, with a written statement addressing one or more of the following factors: Financial implications; complexity of scope of the contract and the services provided; unique or technical nature of expertise that is delivered; value of ongoing relationships; and any other applicable factor. The contract may be further extended for subsequent three-year periods, provided that before each such extension there is a written finding meeting the above criteria.
- DJCA 9. Personal services contracts in existence prior to the adoption of this policy may be renewed for three-year periods, upon a written finding prior to each three-year period, addressing the criteria listed in DJCA 8 above.

In 2006-07 the district paid a total of \$874,244 to Looking Glass for this range of services. We believe amounts to be paid in 2007-08 will be comparable.

Specifically, for 2007-08, the following contracts and findings are proposed.

**Residential Schools Contract: Pathways, Evaluation and Treatment Center, Transition Shelter - \$150,535**

Description: The Looking Glass Residential Schools Program provides an educational program designed to meet the individual needs of students who are in the custody of the State or Lane County and have been placed by court order through the Oregon Department of Human Services or the Lane County Department of Youth Services.

Findings: The district is obligated to provide educational services to students residing within its boundaries. The Looking Glass Residential Schools contract and Residential Schools Title IID contract are the most cost-effective ways to provide a well coordinated educational and treatment program that is in the best interest of the student. The program provides curriculum goals and objectives and measurable student performance objectives.

**Center Point School - \$93,384**

Description: The Center Point School Day Treatment Program provides services to students with severe emotional and behavioral disabilities, and is the only day treatment program in Lane County offering mental health and educational services to adolescents.

Findings: Students on an Individual Education Plan (“IEP”) that require intensive treatment services not available in the district’s regional learning centers or students who are transitioning from residential programs are placed at Center Point School for mental health and educational services. The school works collaboratively with district staff to provide a highly effective program and is the most appropriate and cost effective local service agency available.

**Stepping Stone School - \$175,687**

Description: The Stepping Stone Residential Treatment Program provides residential mental health and educational services to adolescents experiencing significant behavioral problems who are at risk to the safety of themselves or others. The school is a residential program within Lane County and primarily serves students who are involved with the juvenile justice system.

Findings: Stepping Stone School offers a highly structured program for youth needing individual, group and family therapy at a cost that is significantly lower than other residential programs within the state. The services provided by Stepping Stone School are extremely effective for youth at risk.

**Tutoring - \$37,691**

Description: A small number of district students with autism require special educational programs taught by tutors trained in Discrete Trial Instruction--a highly specialized approach to instruction that has proven effective in students with autism. These students generally receive tutoring services in the home, which may include a community program; the tutors are hired on an as needed basis.

Findings: Looking Glass is the hiring agency used by the district to ensure that a sufficient number of tutors are available when needed to provide the required tutoring services listed on a student's IEP. The district recruits, interviews and trains all tutors recommended for hire; Looking Glass provides hiring, fingerprinting, background check, and payroll services—on a reimbursable basis, for tutors who have been recommended. Essentially, the tutors are employees of Looking Glass. This relationship has proven to be both efficient and cost effective to the district.

**New Roads School - \$135,186**

Description: New Roads School provides educational programs for runaway and homeless youth ages 11-21. Students collect credit for high school diplomas, prepare for GED tests, and gradually gain the skills they need to find jobs and prepare for adult, independent life. The goal is to stabilize students and then either transition them back into programs that grant high school diplomas or prepare them to successfully pass the GED tests.

Findings: The district requested that New Roads establish a school for runaway and homeless youth because the New Roads staff was already working with these youth and it could operate the program at a lower cost than the district. District staff estimates that the per pupil cost of a district-operated program would exceed the state's General Purpose Grant per pupil.

**Riverfront School and Career Center: Lane Metro Youth Corps, Teen Parent Program, and Riverfront School - \$281,761**

Description: Riverfront School and Career Center is designed to serve high school students 14-21 years of age in grades 9-12 who have a variety of at-risk factors and barriers to academic and work-place success. The program addresses these factors by providing small classes (up to 12 students per class), pre-employment training and work experiences, integrated education with hands-on natural resource projects in the field, on-site drug and alcohol counseling, parenting and life skill education, and coordination with other Looking Glass Programs.

Findings: Riverfront School and Career Center offers a structured program for students residing in the district who have dropped out or are at risk of failing in a traditional school environment. Riverfront works collaboratively with district staff to provide the best option for the students on an individual basis and is a very cost effective local service agency.

The Superintendent recommends renewal of the contracts with Looking Glass for the 2007-08 fiscal year, with potential contract extensions for two (2) additional years. Staff will continue to monitor these contracts on an annual program-by-program basis to ensure that the district is making the best use of its resources for special and alternative education and mental health services.

**3. Approve List of Alternative Education Programs for 2007-08 (Staff: Londa Rochholz)**

Under Board Policy IGBHA, adopted September 6, 2006, the Board is required to approve a list of alternative education programs which have been selected to serve students in the district whose needs and interests are best served by participation in an alternative education program.

As specified under this policy, alternative education programs may be public or private and must meet all requirements of ORS 336.625, 226.631, and 336.637. Private programs must be registered with the Oregon Department of Education. Board policy also requires district staff to evaluate alternative education programs annually in accordance with ORS 336.655 and OAR 581-022-1350.

The following providers served district students in 2006-07 and are proposed as alternative education programs for 2007-08. Programs represent organizations serving regular education students; programs serving special education alternative education placements are governed under ORS 336.635.

Center for Appropriate Transport  
Creative Minds Alternative School  
Full Circle Farm  
Looking Glass Programs  
Northwest Youth Corps  
SCAR/Jasper Mountain  
Wellsprings Friends School

The superintendent recommends approval of the above-listed alternative education programs to serve district students in 2007-08.

**4. Approve Board Meeting Minutes**

The superintendent recommends approval of the board meeting minutes from the regular board meetings from April 18, 2007, May 2, 2007, May 16, 2007, June 6, 2007, and June 20, 2007.

**X. ITEMS FOR ACTION AT A FUTURE MEETING**

**1. Approve a Revision to Board Policy IGBHA, Alternative Education Programs**  
(Staff: Barb Bellamy)

In the final week of the 2007 session, the Oregon Legislature approved HB 2040, which amended state statute regarding alternative education programs in Lane County. The Governor signed the bill and the sections pertaining to alternative education became effective on July 1, 2007. Under the provisions of HB 2040:

- The Bethel School District (the sole qualifying school district) may contract with HomeSource (the sole qualifying private alternative education program) to provide alternative education programs to registered home school students and to receive state school funds for these students;
- Home school students from other districts may enroll in HomeSource and are then considered to be a resident student of the Bethel School District for the purposes of attending HomeSource as a home school student;
- School districts are no longer required to evaluate a home school student to determine if the HomeSource program meets the student's educational needs or interests or that the student is not benefiting or has not benefited from attendance in public school or other alternative education programs; and

- The Bethel School District is responsible for evaluating and monitoring HomeSource; no other school district is required to do so.

Although HB2040 states that the parent of a home schooled child is to obtain approval from the resident district to enroll in HomeSource, the statute is vague regarding whether there is any basis for a district to withhold consent.

4J Board Policy IGBHA, Alternative Education Programs states:

“If alternative education is being considered by either parents or the district, the district must first determine that it is unable to meet the student’s education needs within its schools and programs.”

Based on the passage of HB 2040, staff has prepared a proposed revision to policy IGBHA that makes an exception for home school students who wish to enroll in HomeSource. If the Board approves the policy revision, the district may give consent for a home school student to enroll in HomeSource, without first evaluating the student to determine whether the student’s education needs could be served within district schools and programs.

The superintendent will recommend approval of Board Policy IGBHA, Alternative Education Programs as revised. A copy of the proposed policy change and a copy of House Bill 2040 are included in the board packet.

## **2. Conduct the Annual Evaluation of the Superintendent (Executive Session)**

On October 18, 2006, you adopted my goals, job description, and criteria for my annual evaluation. The evaluation will be conducted in executive session on September 5, 2007 after the end of the regular board meeting. At the conclusion of the executive session, the board may reconvene in open session to discuss the executive session item and approve an extension of the contract with the superintendent.

I presented a progress report at the April 18, 2007 board meeting. I have provided the annual report summarizing my goal attainment for the 2006 – 2007 school year in this board packet and a copy of a self-evaluation will be provided for the September 5 meeting.

## **XI. Comments and Committee Reports by Individual Board Members**

## **XII. Adjourn**

### **CALENDAR FOR BOARD MEMBERS**

#### **AUGUST**

Friday, August 31

Back to School Event @ South Eugene

8 a.m.

**SEPTEMBER**

Wednesday, September 5 Board Meeting

7 p.m.

Wednesday, September 19 Board Meeting

7 p.m.

Tuesday, September 25

Chamber of Commerce Emerald Awards @ Hult Center, 5-7 p.m.

**OCTOBER**

Thursday, October 18

Eugene Education Fund Gala @LCC Building 19, 5:30 p.m.