7:00 p.m. - Regular Board Meeting

TO:        Board of Directors
FROM:  George Russell
         Superintendent of Schools
RE:        Reports and Recommendations

VII.  ITEMS FOR INFORMATION

1. **Receive an Enrollment Report** (Staff: Carl Hermanns and Eliza Drummond)

Carl Hermanns, Assistant Superintendent/Chief Academic Officer and Eliza Drummond will provide you with up-to-date information on district enrollment and respond to questions. Copies of the September 30 enrollment report and the figures that will be used to make enrollment projections for 2011-12 will be included in the red folder at the board meeting.

VIII. CONSENT GROUP – ITEMS FOR ACTION

1. **Extend Contracts with Looking Glass for a Variety of Services** (Staff: Caroline Passerotti)

Action Proposed:
Approve the extension of the contracts with Looking Glass Youth & Family Services (“Looking Glass”) to provide alternative education services in 2010-11, with potential contract extensions for two (2) additional years.

Background:
The district contracts with Looking Glass Youth & Family Services to provide a variety of alternative education services, including special education services, under Board Policy DJCA Personal Services Contracts.

A three-year extension is allowed under board policy, as provided below, 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 on-going 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 #8 above.

Discussion:
1. Rationale: Looking Glass provides a broad range of highly specialized services that are appropriate to the needs of certain special needs students and represent cost-effective delivery methods for addressing those students' needs.

For 2011-12, the following contracts and findings are proposed. Dollar amounts associated with each contract represent the level of 2009-10 expenditures; amounts to be paid in 2010-11 are expected to be comparable for most programs. The Intensive Treatment (residential) program is new this year. Depending upon student requirements, district expenditures for services may increase as the program expands to full capacity.

- Residential Services: Pathways-Boys, Pathways-Girls and Intensive Treatment Services - $105,000

Description: The Looking Glass Residential facilities provide an educational program designed to meet the individual needs of students. Pathways Boys and Girls students are in the custody of the State or Lane County and have been placed by court order. Intensive Treatment Services students will be placed by Lane County Mental Health or the Oregon Department of Human Services.

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

- Center Point School - $263,000

Description: The Center Point School Day Treatment Program provides educational and vocational 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") who 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 Program - $221,000**

**Description:** The Stepping Stone Program provides residential, long-term treatment for adolescents experiencing significant behavioral problems and who are at risk to the safety of themselves or others. The school offers a structured group living environment in Lane County and primarily serves students who are involved with the juvenile justice system.

**Findings:** Stepping Stone 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 - $12,000**

**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 - $178,000**

**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 & Career Center - $311,000**

**Description:** Riverfront School & Career Center is an accredited alternative school offering education and vocational training for 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 & 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.

2. Options and Alternatives: The district is obligated to provide highly specialized instructional services for students with a broad range of needs. To date, the district has contracted with Looking Glass to provide these services. Should the board not approve these extensions, options for these students would be severely restricted. It is considered to be cost prohibitive for the district to create specialized programs for such small groups of students.

3. Budget/Resource Implications: In 2010-11 the district paid $1 million to Looking Glass for this range of services. We believe amounts paid in 2010-11 will be comparable.

4. Board/Superintendent Goals: This item is related to the board goals to 1) increase achievement for all students and close the achievement gap and 2) provide prudent stewardship of district resources to best support student success, educational equity and choice.

Recommendation:
The Superintendent recommends an extension of the contracts with Looking Glass for the 2010-11 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.

2. Approve Grant Application: Middle School Mentor Program (Staff: Carl Hermanns)

Staff from the Instruction Department submitted a grant application to the Juan Young Trust for $35,586. This project provides extended support to the Eugene Middle School Mentor Project, which currently serves 185 at-risk students at all eight (8) district middle schools. Mentors have lunch with students weekly and give personal attention, support and encouragement in an effort to increase self-esteem, school attendance and academic performance. The grant will provide support for two school coordinators to serve two of the schools for the 2010-11 school year.

The superintendent recommends approval of the grant application. A copy of the grant description form is included in the packet.
IX. ITEMS FOR ACTION AT A FUTURE MEETING

1. **Approve the Board’s Goals and Annual Agenda for 2010-11** (Staff: Barb Bellamy)

   **Action Proposed:**
   Approve the Board’s goals and annual agenda for 2010-11.

   **Background:**
   School Board Policy BA requires that the board adopt an annual agenda to demonstrate how you will provide “leadership and direction for the district.” The superintendent and staff have prepared an initial draft of the proposed 2010-11 Annual Agenda, and Goals for 2010-11, which is included in the board packet.

   **Discussion:**
   These 2010-11 goals will be approved in a time of serious financial challenge. The district has, over the past two years, cut about $36 million dollars from its operating budget. Without significant changes in the way we conduct business in the coming years, we will be unable to sustain a strong educational system and move ahead aggressively on the achievement of these goals and key results. We remain strongly committed to our guiding values and beliefs, and it is through these goals and key results that we will continue to move forward as we embrace excellence, equity, and choice.

   You will discuss the Annual Agenda for 2010-11 and Goals at the October 6 board meeting. Any additional revisions suggested during the board meeting will be incorporated into the final draft that will be presented for approval.

   **Recommendation:**
   The superintendent will recommend adoption of the 2010-11 Board Goals and Annual Agenda at the October 20, 2010 board meeting. Upon approval of the board goals and annual agenda, the superintendent will develop goals for implementation in 2010-11.

2. **Approve Policy Revisions Regarding Board Member Ethics, Conflicts and Nepotism** (Staff: Barb Bellamy)

   **Action Proposed:**
   Approve board policy BBFA Board Member Ethics and Conflicts of Interest as revised and board policy BBFB Board Member Ethics and Nepotism. Copies of the proposed policies are included in this packet.

   **Background:**
   The 2009 Legislature revised and clarified Oregon's ethics laws governing public official to:
   - change the definition of "public officials" and "candidates",
   - remove "domestic partner" from the statute because the legislature now considers the term spouse to encompass domestic partners,
   - define "legislative and administrative interest",
- clarify that certain gift limits apply when the source has a legislative or administrative interest in the public official, and not in the public official's agency,
- clarify that gift limits do not apply to gifts from private employment or volunteer work of the public official or relative when given as part of the usual and customary practice, and bearing no relationship to the public official's holding of public office,
- clarify that officials may attend receptions or meetings when they are representing a governmental entity,
- remove a ban on entertainment, making entertainment subject to gift limits, and
- change various reporting requirements.

Over the last year, the Oregon Government Ethics Commission adopted new Oregon Administrative Rules to implement the legislation. The Oregon School Boards Association (OSBA) then issued new board sample policies that align with the revised ethics law and administrative rules.

Discussion:
The board's existing policy, BBFA Conflicts of Interest of Board Members, has been revised to mirror the OSBA sample policy. OSBA also recommends adoption of policy BBFB Board Member Ethics and Nepotism.

There are no budgetary and resource implications. Adoption of the policies as proposed assures that district policy is aligned with current Oregon statute.

Recommendations:
The superintendent will recommend approval of revised policy BBFA Board Member Ethics and Conflicts of Interest and policy BBFB Board Member Ethics and Nepotism.

X. WORK SESSION

1. Receive a Presentation of Initial Scenarios for Achieving a Sustainable Budget

The superintendent will review general scenarios. The framework will be at a very high level to show the magnitude of the budget shortfall and potential areas of disinvestment and reinvestment to attain a sustainable budget consistent with the board and superintendent's goals. The scenario framework will be used at the October regional meetings and in the web survey to engage our staff, parents and community in understanding the magnitude of our financial challenge and initiate conversation about the future instructional challenges and generate ideas and options feedback before developing specific scenario recommendations.

XI. Comments and Committee Reports by Individual Board Members

XII. Adjourn
# Calendar for Board Members

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
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<tbody>
<tr>
<td>Friday, October 1</td>
<td>Board Work Session</td>
<td>5 – 7:30 p.m.</td>
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<tr>
<td>Wednesday, October 6</td>
<td>Regular Board Meeting</td>
<td>7 pm</td>
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<tr>
<td>Monday, October 18</td>
<td>Budget Committee Meeting</td>
<td>7 pm</td>
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<tr>
<td>Wednesday, October 20</td>
<td>Regular Board Meeting</td>
<td>7 pm</td>
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<tr>
<td>Wednesday, October 27</td>
<td>Special Board Meeting</td>
<td>7:30 pm</td>
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