



# Oregon

Kate Brown, Governor



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

Colt Gill

Director of the Oregon Department of Education

## Approval to Contract for Special Education Services School Year 2020-2021

Lynda J. Whitener, Director

Looking Glass Center Point School  
1790 W. 11th Ave. Suite A  
Eugene, OR, 97402

Thursday, November 19, 2020

Dear Director Lynda J. Whitener;

Thank you for submitting the 2020-2021 Application for Approval on Monday, September 28, 2020, which was modified to address the pandemic conditions.

This letter is to inform you that Looking Glass Center Point School is **Provisionally Approved** to contract as a Special Education Service Provider for School-Age (5-21) children during the 2020-2021 school year. Provisional Approval means that a school meets the initial contracting requirements.

However, approval depends on maintaining compliance with the Governor's orders, including guidance published by the Oregon Health Authority (OHA) or the Oregon Department of Education (ODE). ***At this time, in order to provide in-person services to children referred or placed by a public agency, the private school must meet the applicable Community Health Metrics of Ready Schools, Safe Learners, with special attention to situations in which a child resides in one county and will receive in-person services in another county. In such cases, each county would need to meet its respective Community Health Metrics in order for the school to provide in-person services.***

If you have any questions, please reach out to the ODE's Finance Team at [ODE.IDEAFinance@state.or.us](mailto:ODE.IDEAFinance@state.or.us).

Respectfully,

Jennifer Patterson on behalf of Candace Pelt.

CC: Rae Ann Ray ([raeann.ray@state.or.us](mailto:raeann.ray@state.or.us));  
Mary Tagett ([mary.tagett@lookingglass.us](mailto:mary.tagett@lookingglass.us))



**Looking Glass Center Point School  
Fiscal Year Income and Expenditures  
7/1/2018 - 1/31/2019 YTD**

<b>Source</b>	<b>Total Revenue 7/1/2020 - 2/28/2021</b>
School District Fees	\$ 394,645.00
Misc. Income	\$ 585.00
Grants & PPP Monies	\$ 38,586.00
<b>TOTAL REVENUE</b>	<b>\$ 433,816.00</b>
<b>Item</b>	<b>Total Expenditures 7/1/2020 - 2/28/2021</b>
Employee Expense	\$ 304,847.00
Contracted Services	\$ 6,671.00
Office Expenses	\$ 13,680.00
Operations	\$ 6,630.00
Facilities and Equipment	\$ 16,477.00
Travel and Education	\$ -
Client Services	\$ 8,704.00
Indirect Charge (LG Admin) and Mortgage Expenses	\$ 61,085.00
<b>TOTAL EXPENDITURES</b>	<b>\$ 418,094.00</b>
Net Income	\$ 15,722.00





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Director, Oregon Department of Education

July 15, 2020

Looking Glass Center Point School  
1790 W 11<sup>th</sup> Ave Ste. A  
Eugene, OR 97402

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for the Looking Glass Center Point School to be registered as a private alternative education program for 2020-2021 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 2020-2021 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, 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@state.or.us](mailto:annie.marges@state.or.us) or 503-934-0787

Sincerely,



[illegible]

34





# LOOKING GLASS CENTER POINT SCHOOL CLASS SYLLABUS

**CLASS:** Exploring Scholastic Art

**TERM:** Q4 2020-2021, April 12, 2021 – June 25, 2021.

**TIME/PLACE:** Purple Cohort: Monday's from 1:00-2:40 in the Recreation Room  
Silver Cohort: Tuesday's from 1:00-2:40 in the Classroom

**MATERIALS/PREPARATION NEEDED:** Scholastic Art magazine subscription teacher examples and handouts, copy paper, construction paper, scissors, magazines, pencil, pastels, tempura paint, brushes, water, glue, markers, crayons, bulletin board paper, stapler, staples, photocopied student handouts.

**GENERAL DESCRIPTION:** Exploring Scholastic Art is a required social skills development group that provides opportunities for students to understand, read, and analyze artists' and their works of art. Students will utilize Scholastic Art magazine as a resource for learning about critiquing, understanding art terminology and implementing techniques and strategies while creating their own projects inspired by the presented material. Staff will lead weekly discussions around the articles and provide supplemental videos, worksheets, projects, and examples to review as they build on their art foundation skills and abilities.

**GOAL/OBJECTIVE:** The goal of this group is to further build around students abilities in reading comprehension, analyzing works of art through learning about an array of artists and their techniques, and developing their own ideas into works of art. Students will be offered opportunities to explore unfamiliar artforms as well as unique careers in art while continuing to expand their own understanding and ideas about art.

**OREGON STANDARDS:** AR.08.01, AR.CM.01, AR.08.CP.02, AR.CM.CP.02.  
AR.08.AC.01, AR.CM.AC.01, AR.08.AC.02, AR.CM.AC.02.

## **EXPECTATIONS/GUIDELINES FOR CREDIT:**

1. Students will be expected to be respectful towards each other's ideas and artwork, during class discussions, and in general interactions with staff and peers.
2. Students are asked to stay on task, and be active in discussions, attentive to teaching and demonstrations, willing to practice techniques before starting their final pieces, and also able to continue working even if the work is challenging.
3. Students are asked to be willing try an activity, even if they have not done a specific activity before. One's efforts are extremely important when trying to something new- the experience should be fun!
4. Students are asked to handle the materials and all others resources in the classroom with respect. If a student is not able to follow through with this, they may be asked to use other materials or complete a paper and pencil task.
5. Students will be asked to take pride in their work and be willing to take their time on projects.



## **Math**

Students work independently on math assignments individualized to their current skill level, thereby increasing their understanding and proficiency of mathematical concepts.

## **English**

### ELA Academics

ELA Academics is a class designed to teach students literacy skills using high interest scientific articles and informative graphics. Students read from Science World magazines and participate in group activities that provide direct instruction for close reading skills. The focus is on improving reading comprehension, critical thinking, inference skills and determining central ideas. Students read articles as a group and then complete written worksheets. At the end of class, students may watch science related videos, read other articles from the magazine, or self-manage with independent reading or writing projects.

### Language Workshop

Language Workshop is a class designed to teach students skills in reading and writing, depending on individual needs. Students first learn specific grammar, vocabulary, and pre-writing skills as a group and then work on individual skills. Those who are developing reading skills may read with a teacher, use text-to speech software, read novels, or read materials needed for life skills. Students who are developing writing skills learn to increase fluency, improve word choice, develop organization, and use proper conventions by writing for a range of discipline-specific tasks, purposes, and audiences.

### Friday Reading

Reading is a class that shows insight into the human condition through literature across genres, cultures, and centuries as it teaches skills in thinking, listening, discussing, and writing.

## **Science**

### The Universe

The Universe is a required social skills development class in which students learn of historical and modern discoveries about the physics and structure of universal objects and phenomena through SMART Board presentation, lecture, individual assignments, and craft projects. Students are instructed in distance calculations, various forms of long-range analysis, energy systems, and analysis of and speculation about the formation of life in various stellar systems. Mid-period, students participate in a physical activity break led by the instructor. Each student works on a series of projects aimed at designing and creating a fictional planet with a scientifically accurate information description page. Students are also required to create a model orrery representing the movement of the Earth and the moon around the sun.

### Mystery Science

Mystery Science is a required social skills development class that offers students hands-on opportunities to explore scientific fields through simple experiments. Each class focuses on exploring a different theme and real-world application of the topics discussed. After teacher introduction, short video presentations, key terms, and discussion, students engage in experiments designed to teach the proper execution of the Scientific Method, which allows assessment of their understanding of the material. Class includes a physical activity break led by the teacher.

### Weather or Not

Weather or Not is a required social skills development class aimed at helping students understand weather and basic meteorology. Using supplies provided by the school, students are required to make a fully functional weather station which includes an anemometer, hygrometer, barometer, thermometer, and wind vane. Students learn the significance of each of the measurements on their weather station and what those measurements indicate about local meteorological conditions. Students also learn about different types of weather events and the impact of weather on society. Class includes a physical activity break led by the instructor.

### Inventions that Shaped the World

Inventions that Shaped the World is a required social skills development class that surveys significant inventions throughout human history which have transformed the way people live their lives, with a particular emphasis on causes of, and responses to, global climate change. Students also explore topics such as "inventions that occurred by accident," "famous and neglected inventors," and "inventions with unintended results." Students conduct research for a project on past inventions or current inventions with promising applications. They may also create their own inventions both practical and fantastical with drawings, diagrams, and text. Class includes a physical activity break led by the instructor.

### Complex Machines

Complex Machines is a required social skills development class that teaches the principles of mechanical physics, combined with applications of simple machines to create complex functional devices. The course covers Newton's laws of physics and teaches the students to use these laws in combination with simple machines to complete various pre-designed or self-designed projects. Students participate in a physical activity break led by the instructor. Following this, using provided supplies, students work on designing and building complex machines of their choice.

### ***Applied/Fine Art***

#### Exploring Scholastic Art

Exploring Scholastic Art is a required social skills development class that provides opportunities for students to understand, read about, and analyze artists and their work. Students utilize Scholastic Art magazines as a resource for learning about critiquing, understanding art terminology and implementing techniques and strategies while creating their own projects inspired by the presented material. Staff lead weekly discussions around the articles and provide supplemental videos, worksheets, projects, and examples to review as they build on their own art foundation skills and abilities. Mid-period, students participate in a physical activity break led by the teacher.

#### World Music

World Music is a required social skills development class in which students are presented with beginning and intermediate level techniques for musical and lyrical composition. Students are exposed to current popular music from all continents and, as a class, the music is analyzed for style and technique. Students receive instruction in basic components of musical notation including keys, scales, time signature, modes, and dynamics. They also receive instruction on lyrical meter, rhyme, and topic while exploring various instruments. Using an instrument(s) of choice, each student is required to create musical composition, lyrics, or both, either producing multiple samples or a single finalized piece of work. Class includes a physical activity break led by the instructor.

#### Art of the 1920's

Art of the 1920's is a required social skills development class geared towards exploring the various styles developed and advertised during the 1920's. Students learn about popular art developments and artists whose focus moved from realism to expressionism. Each week, the instructor provides brief histories and examples of various artists and their impact on the 1920's era. Students are then assigned projects based on the themes explored, including but not limited to, photography, poster advertisements, landscapes, sculptures, and architecture. Class includes a physical activity break led by the instructor.

#### Optical Illusions

Optical Illusions is a required social skills development class in which students explore the basic principles of visual processing, including how our sensations and perceptions impact the viewing of environment and surroundings. Staff show students an array of illusion demonstrations and provide explanations regarding the impact that motion, color, and location has on changing one's perceptions. Through guided instruction, students are also given an opportunity to create optical illusion art pieces of their own. Class includes a physical activity break led by the instructor.

#### Stop Motion Studio

Stop Motion Studio is a required social skills development class in which students learn about the process of using stop motion animation in film, television, and other video hosting platforms. The course examines various techniques used in stop motion animation and reviews its application in both professional and amateur video productions. Throughout the course, students become familiar with storyboarding, studio setup, prop design, filming, and editing using a stop motion software program. Class includes a physical activity break led by the instructor.

#### On-Site Movies, Short Films and Clips: Stop Motion Animation

On-Site Movies, Short Films and Clips: Stop Motion Animation is a required social skills development group in which students explore and watch movies, short films and/or clips that incorporate stop motion animation and the processes used to create them. This group replaces the off-site group due to the public health emergency caused by COVID-19 and the restrictions associated with this emergency. Students learn social skills by engaging in teacher-led discussions regarding the filming and editing they observe in relation to stop motion animation techniques. Themes presented in the movies include relationships, personal values, coping skills, and decision-making.

#### On-Site Movies, Short Films and Clips

On-Site Movies, Short Films and Clips is a required social skills development group in which students explore and watch movies, short films and/or clips. This group replaces the off-site group due to the public health emergency caused by COVID-19 and the restrictions associated with this emergency. Students learn social skills by engaging in teacher-led discussions regarding the movie, short film, or clips. Themes presented include relationships, personal values, coping skills, and decision-making.

## ***Electives***

### **Personal Projects**

Personal Projects is a required social skills development class in which students are given the opportunity to engage independently in activities that expand on their own interests to promote self-directed learning and build confidence around skill sets including, but not limited to, reading, construction, writing, art, or puzzles. Mid-period, students participate in a physical activity break led by the teacher.

### **Self-Directed Learning**

Self-Directed Learning is a class in which students learn skills in determining their own academic interests and pursuing them.

## ***Personal Finance***

### **On My Own**

On My Own is a required social skills development class that teaches topics aimed at helping students learn about the responsibilities and experiences of life as an adult. Through SMART Board presentations and articles, students are given information on independence related skills including meal planning and shopping, transportation, care of the home environment, and self-care. Mid-period, students participate in a brief physical activity break led by the instructor. Students spend the remainder of the period engaged in hands-on tasks related to the skills of independence about which they have learned.

### **What's in My Wallet**

What's in My Wallet is a required social skills development class aimed at providing knowledge and practical application of managing a personal budget. Students are given instruction in understanding and managing bills and finances, calculating interest, and using ledgers to monitor income and spending. In addition, the students are provided an opportunity to follow the Dow Jones Industrial Average (DJIA) market by simulating the purchase and trading of stocks within the classroom environment in a project called "The Latinum Game." Students are assessed by writing checks, keeping ledgers, and maintaining their practice budgets and through their ability to evaluate their own performance in The Latinum Game. Class includes a physical activity break led by the instructor.

## ***Social Studies-History***

### **Documents that Changed the World**

Documents that Changed the World is a required social skills development class that explores the significance of some of the most important documents created by human societies. Students are introduced to documents throughout history that have had lasting impact on human society and human welfare, and learn about the social and historical conditions that led to the creation of the document, the effect of the document at its time of creation, and its lasting impact on later human societies. Underlying questions such as why do documents, which can be ephemeral, have such power over time, and how do documents change in their relevance while retaining their original meanings, are addressed throughout. Students are assessed through short answer worksheets and a final personal Bill of Rights project. Class includes a physical activity break led by the instructor.

### **The Roaring Twenties**

The Roaring Twenties is a required social skills development class that surveys the social and cultural history of the United States in the 1920s. Students learn about the major historical events and cultural phenomena of the decade that shaped our society, including the rise of women's political power, the Jazz Age, and the birth of mass culture through radio and film. Students are assessed with multiple choice worksheets on class subjects and conduct research on an important historic or cultural figure from the period for a final presentation with text and images. Class includes a physical activity break led by the instructor.

### **The Whirling Thirties**

The Whirling Thirties is a required social skills development class that surveys the social and cultural history of the United States in the 1930s. Students learn about the major historical events and cultural phenomena of the decade that shaped our society, including the Great Depression, the presidency of Franklin Roosevelt and the New Deal, and the music and film of the era. Students are assessed by completing multiple choice worksheets on class subjects and by conducting research on an important historic or cultural figure from the period. Class includes a physical activity break led by the instructor.

### **The Fearless Forties**

The Fearless Forties is a required social skills development class that surveys the social and cultural history of the United States in the 1940s. Students learn about the major historical events and cultural phenomena of the decade that shaped our society, including World War Two, the extended presidency of Franklin Roosevelt, and the rebuilding of the post-war era, as well the music and film of the era. Students are assessed by completing short answer worksheets on class subjects and by conducting research on an important person or event from the period. Class includes a physical activity break led by the instructor.

### The Amazing Eighties

The Amazing Eighties is a required social skills development class that surveys the social and cultural history of the United States in the 1980s. Students learn about the major historical events and cultural phenomena of the decade that shaped our society, including the presidency of Ronald Reagan, the final years of the Cold War, and the beginning of the personal computer age. Students are assessed with multiple choice worksheets on class subjects and conduct research on an important historic or cultural figure from the period for a final presentation with text and images. Class includes a physical activity break led by the instructor.

### Welcome to the Middle Ages!

Welcome to the Middle Ages! is a required social skills development class that delves into the thoughts, beliefs, and customs of the population of Europe, North Africa, and Western Asia during the Medieval Era. Students view the era through the lens of various disciplines such as science, art, music, literature, and sociology, as well as survey major trends in economics and politics that set the stage for the Age of Exploration and Enlightenment. As assessment students have the choice of creating a detailed medieval persona for themselves by researching professions, lifestyles, and preferences of the era or of creating a medieval coat of arms for their own surname or a surname of interest. Class includes a physical activity break led by the instructor.

### American Folktales

American Folktales is a required social skills development class that presents major figures and themes in American folklore through written, audio, and video media. Students are introduced to the subject of folklore itself, how it develops from both historical and mythical material, and how it functions within society. Individual classes focus on particular American folk heroes, both historical and legendary, as well as fantastic creatures of the American wilderness. For each folk figure students explore multiple narratives and the underlying themes and intentions of each retelling. Students create their own folktales or their own versions of existing folktales during the course of the class, incorporating written and visual material based on individual preferences. Class includes a physical activity break led by the instructor.

### Legends, Myths, and Folklore

Legends, Myths, and Folklore is a required social skills development class aimed at introducing students to the myths of various cultures and the importance of myths in societies. Through lecture and SMARTboard presentation, students learn about the ways that various cultures have historically explained natural phenomena and the manner in which social norms and values have been taught through cultural folklore. Each class, students participate in a physical activity break led by the teacher. Students then work individually or coordinate with one another and with the instructor to create myths that explain, through creative fiction and art, various events, phenomena, and features of the world around them.

## ***Career-Related Learning***

### Work Experience

Work Experience is an earned opportunity for students to practice job skills in a work place environment. The student completes tasks assigned by their supervisor which could include recycling, maintaining the school grounds and property, keeping the bike cage neat and tidy, completing minor program repairs, cleaning the inside and outside of program vehicles, washing windows, tables, and chairs, spot cleaning the walls and carpet, as well as other janitorial or program maintenance and organization duties.

### Preparing for the World of Work

Preparing for the World of Work is an individualized class in which students complete employment vocabulary exercises, compare various jobs and work duties, and engage in grammar and spelling exercises that focus on career-related themes.

### School and You

School and You is a required social skill development class that teaches students self-determination in their education. Students learn about the Individualized Education Plan (IEP) process and ways that they can have an impact in the provision of their IEP services. The class focuses on building self-esteem and developing group cohesion in order for students to form a more positive attitude toward their education, set reasonable goals for themselves, and offer and receive positive support among peers. Class includes a physical activity break led by the instructor.

### Restitution Reduction

Restitution Reduction is an opportunity for students to work off accumulated restitution earned through destruction to school property. The student completes tasks assigned by their supervisor which could include recycling, maintaining the school grounds and property, completing minor program repairs, cleaning the inside and outside of program vehicles, washing windows, tables, and chairs, spot cleaning the walls and carpet, as well as other janitorial or program maintenance, office, and organization duties.

## ***Health***

### **Point of You**

Point of You is a required social skills development class which focuses on social issues. Through lecture and SMARTboard presentation, students learn about goal setting, conversation skills, self-presentation, understanding perspectives, and self-care. Topics include: social norms, values, character traits, and personal growth. Students participate in individual projects and pen and paper assignments aimed at demonstrating their understanding of the topics presented in the class including: plotting standard deviations of various events, identifying and recreating context based presentations, role-playing social situations, and designing and interpreting social cues through self-presentation. Students also create painting journals using watercolors to exhibit mood and ideas representative of feelings and topics which are currently important to them. Class includes a physical activity break led by the instructor.

### **Health and Wellness**

Health and Wellness is a required social skills development class which instructs students about basic health and nutrition issues. Through lecture, and SMART Board presentations, students learn about health-related issues and lifestyle choices which promote good health, quality of life, and longevity. Students are instructed in self-care and the effects their choices have on their health and overall well-being. In addition, students are presented with health-related current events including technological advancements in the health field. Mid-period, students participate in a physical activity break led by the instructor. Students complete worksheets and hands-on training and assignments to reinforce the information in the lessons while also assessing their understanding of it.

### **Woodland Wisdom**

Woodland Wisdom is a required social skills development class focused on teaching students about preparedness and safety as it pertains to various outdoor climates and conditions. Each class focuses on specific scenarios or environmental conditions that could pose a challenge in a wilderness setting, and students learn safe ways to prepare for such challenges. After lecture and discussion, students are presented with wilderness preparedness activities and projects in order to apply their knowledge and allow for assessment of knowledge retention. In addition, students are expected to show respect to peers and staff as well as safely and appropriately using class materials during projects. Class includes a physical activity break led by the instructor.

## ***Physical Education***

### **Outdoor Games**

Outdoor Games is a required social skill development class designed to teach students social skills associated with informal games as well as the rules of the games. Students learn various outdoor games that one might play in their backyard, including croquet, bocce ball, ladder ball, four square, and bean bag toss. The focus is on learning the etiquette of the games as well as sportsmanship and not on competition. Students are encouraged to use teamwork and to respect one another during play.







**Looking Glass**  
Community Services

**Center Point School**

**CENTER POINT SCHOOL  
FEE AGREEMENT**

**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

**Adjudicated Youth  
Residential Services**

Pathways Boys Program  
Pathways Girls Program  
Stepping Stone Program  
Parole Revocation Diversion Program

DATE OF ENROLLMENT: \_\_\_\_\_

YOUTH: \_\_\_\_\_

PARENT/GUARDIAN: \_\_\_\_\_

FAMILY MAILING ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ ZIP: \_\_\_\_\_

PHONE: \_\_\_\_\_ WORK: \_\_\_\_\_

DAILY RATE: \_\_\_\_\_

Bethel School District agrees to pay the rate listed above in exchange for Looking Glass Center Point School program providing [ ] educational and/or [ ] treatment services for the above named youth.

ANTICIPATED DATES OF SERVICE: \_\_\_\_\_

Looking Glass reserves the right to terminate based upon student behavior, availability of service, truancy, etc.

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

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

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



A United Way Agency

\_\_\_\_\_  
SCHOOL DISTRICT SIGNATURE

\_\_\_\_\_  
PRINTED NAME AND TITLE

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

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



LOOKING GLASS CENTER POINT SCHOOL  
GRADUATION COVER SHEET

2016-17

Progress and Achievement in 1) Academics; 2) Career-Related Learning Standards; and 3) Extended Application

EDUCATIONAL PLAN

Identifying Information

Name \_\_\_\_\_  
Enrollment Date \_\_\_\_\_  
Grade at Enrollment \_\_\_\_\_  
Anticipated Graduation Date: \_\_\_\_\_

School District/Contact \_\_\_\_\_  
Course of Study (circle what appears on the IEP)  
**Regular Diploma / Alternative Document / GED**  
Annual IEP Date \_\_\_\_\_ (review plan at least annually)

Mark Completed Activities and attach completed work

Personal and Career Interests:

Date	Individual Inventories:	Inventories completed with assistance of staff	
_____	Determining Needs	Date _____	Staff _____
_____	Interest Inventory	_____	_____
_____	Assessing Multiple Intelligences	_____	_____
_____	This Is How I See Myself	_____	_____
_____	What's My Bag?	_____	_____
_____	Other _____	_____	_____
_____	Other _____	_____	_____

Transition Skills Inventory  
Community Assessment  
Assessment of Financial Skills and Abilities  
Work Personality Profile  
Survey of indoor/Outdoor Recreation

\_\_\_\_\_ Skills Summary Sheet (required)

Identifying Tentative Next Steps

Education Goals		Career Goals	
Date _____	Plan for completing high school/equivalent	Date _____	Skills/Likes and Dislikes/
_____	Plan for vocational training	_____	Employability/Life Skills Assessment
_____	Plan to attend college	_____	Job-Related Interest and Preference Inventory
_____	Military Training Considerations	_____	Explore Jobs that match interests and skills
Independent Living		Community Involvement/Leisure	
Date _____	Independent Living Assessment Form	Date _____	Survey of Indoor and Outdoor Recreational Activities
_____	Other _____	_____	Recreation and Leisure Survey
_____		_____	
_____		_____	

LIST A SET OF GOALS TO PREPARE FOR TRANSITION TO THE NEXT STEPS IN THE FOLLOWING AREAS:

ENTRY LEVEL JOBS: \_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

EDUCATION/TRAINING GOALS: \_\_\_\_\_

STEPS TO ACHIEVE THE GOAL:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

INDEPENDENT LIVING: \_\_\_\_\_

STEPS TO ACHIEVE THE GOAL:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_



LOOKING GLASS CENTER POINT SCHOOL  
GRADUATION COVER SHEET

2016-17

Progress and Achievement in 1) Academics; 2) Career-Related Learning Standards; and 3) Extended Application

EDUCATIONAL PROFILE / CAREER PLAN

Identifying Information

Name \_\_\_\_\_  
Enrollment Date \_\_\_\_\_  
Grade at Enrollment \_\_\_\_\_  
Anticipated Graduation Date: \_\_\_\_\_

School District/Contact \_\_\_\_\_  
Course of Study (circle what appears on the IEP)  
**Regular Diploma / Modified Diploma / GED**

(If needed) Identify when Essential Skills Standards Are Met (science standard not yet required)

Date \_\_\_\_\_/236 Math Date \_\_\_\_\_/236 Reading Date \_\_\_\_\_/proficiency Writing Date \_\_\_\_\_/239 Science

Writing Samples (2): Dates \_\_\_\_\_(1) \_\_\_\_\_(2)  
Reading Samples (2): Dates \_\_\_\_\_(1) \_\_\_\_\_(2)  
Math Samples (2): Dates \_\_\_\_\_(1) \_\_\_\_\_(2)

(math, reading, and writing samples may be lieu of knowledge/skills test)

Credits Earned /Needed for Graduation (see transcripts for specific information)

Language Arts: 3 credits	Mathematics: 2 credits beginning with Algebra
Social Sciences: 3 credits	Science: 2 credits
Career-Related Course _____	Career-Related Course _____
Physical Education 1 credit; Health 1 credit	Arts (fine, applied art, second language) 1 credit

Post-High School Planning:

Goal: \_\_\_\_\_  
 \_\_\_\_\_ Military Consultation \_\_\_\_\_ Vocational School Application  
 \_\_\_\_\_ LCC Testing \_\_\_\_\_ College Application  
 \_\_\_\_\_ Reflection Paper/Presentation \_\_\_\_\_ Other \_\_\_\_\_

Career Related Learning Standards

Career Exploration: Mark Completion Dates with Staff initials

	Dates	Dates	Dates
Personal	Transitions Class		
Management	Career Fair		
Problem-Solving	Business Tour		
Communication	Job Shadow		
Teamwork	College Tour/Workshop		
Employment	Work Readiness:		
Foundations	Lane Workforce Website		
Career	Resume		
Development	Mock Interview		
	Completed Application		
	Other _____		

School/Community Activities: Mark Completion Dates with Staff initials

	Dates	Dates	Dates
Community Matters _____			
Community Matters _____			
Job On-Site _____			
Work Experience _____			

Industry Certifications: Mark Completion Dates with Staff initials

First Aid \_\_\_\_\_ CPR \_\_\_\_\_ Food Handler's Card \_\_\_\_\_  
Other \_\_\_\_\_

Extended Application : Must present evidence of an extended application of knowledge to other environments

Career Choice _____	Proposal Approved _____
Post-High School Academic Goal _____	Samples checked: _____ daily/weekly _____ monthly
Personal Interest _____	_____ quarterly _____ upon completion





## Center Point School

### CREDIT HOURS EARNED

DATE: April 27, 2021

#### Looking Glass Programs

##### Counseling Services

Counseling Program  
Adolescent Recovery Program  
Crisis Response Program

##### Runaway & Homeless Services

Station 7 Program  
New Roads Program  
Rural Program

##### Education & Vocational Services

Riverfront School & Career Center  
Center Point School  
New Roads School

##### Residential Services

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

NAME:

DATES OF ENROLLMENT:

YEAR/TERM of transcript: summer 2012; fall 2012-2013; winter 2012-2013; summer 2013; fall 2013-2014; winter 2013-2014; summer 2014; fall 2014-2015; winter 2014-2015; summer 2015; fall 2015-2016; winter 2015-2016; summer 2016; fall 2016-2017; winter 2016-2017

- All credit listed on this document is passing on a pass/fail scale
- Failed/Unearned credit does not appear on this document
- Subjects listed with asterisks (\*\*\*) were not offered during that semester

#### FIRST SEMESTER, 2019-2020 SCHOOL YEAR (GRADE \*)

DATES CREDIT HOURS WERE EARNED: 9/4/19-1/31/20

CREDIT HOURS EARNED:

MATH geometry:

SCIENCE:

ENGLISH:

APPLIED ART:

GOVERNMENT:

WORLD STUDIES:

SOCIAL STUDIES:

PHYSICAL EDUCATION:

WORK EXPERIENCE:

HEALTH(family life):

HEALTH(wellness):

PERSONAL FINANCE:

U.S. HISTORY:

STUDY SKILLS:

#### SUMMER SEMESTER 2020 (GRADE 12)

DATES CREDIT HOURS WERE EARNED: 06/29/20-08/14/20

CREDIT HOURS EARNED: 1.570

SCIENCE: .300

APPLIED ART: 1.108

PHYSICAL EDUCATION: .162

#### SECOND SEMESTER, 2019-2020 SCHOOL YEAR (GRADE \*)

DATES CREDIT HOURS WERE EARNED: 2/3/20-6/11/20

CREDIT HOURS EARNED:

MATH geometry:

SCIENCE:

ENGLISH:

APPLIED ART:

GOVERNMENT:

WORLD STUDIES:

SOCIAL STUDIES:

PHYSICAL EDUCATION:

WORK EXPERIENCE:

HEALTH(family life):

HEALTH(wellness):

PERSONAL FINANCE:

U.S. HISTORY:

STUDY SKILLS:

#### FIRST SEMESTER, 2019-2020 SCHOOL YEAR (GRADE \*)

DATES CREDIT HOURS WERE EARNED: 9/4/19-1/31/20



A United Way Agency

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





### Statement of Assurances - Division 22

The applicant private alternative education program/school assures the following consistent with OAR 581-022-2505, OAR 581-022-0072, OAR 581-021-0073, and with cited Oregon Revised Statutes and Oregon Administrative Rules. ***At all times during its operation, the applicant private alternative education program/school will implement and maintain:***

Y/N	Please indicate YES or NO in front of each statement:
Yes	Policies and procedures to ensure that the program serves only those students who are approved for placement in the program by each student's resident and attending school district.
Yes	A comprehensive K-12 instructional program that ensures students receive instruction in the educational standards adopted by the State Board of Education and participate in district-wide and statewide assessments of student achievement for the grade level(s) the program serves.
Yes	Programs that assist each contracting district in meeting its planned instructional program. <i>OAR 581-022-2030</i>
Yes	Programs that assist students in earning diploma credits. <i>OAR 581-022-2000 and OAR 581-022-2025</i>
Yes	An education plan and profile for each student that includes criteria for determining if, when, where, and how the student may transition from the program. <i>OAR 581-022-2000 and (b); OAR 581-022-2000(3)</i>
Yes	Policies and procedures to ensure that the program will provide special education services <b>only if</b> the program is approved by the ODE to provide those services.
Yes	Policies and procedures to ensure that the program reports academic performance, behavior, graduation, dropout, and other data as required by each contracting district and by the state.
Yes	Policies and procedures to ensure that the program maintains student education records consistent with the policies of each contract district. <i>OAR 581-022-2260</i>
Yes	Emergency plans and safety programs. <i>OAR 581-022-2225</i>
Yes	An asbestos management plan. <i>OAR 581-022-2230</i>
Yes	An infectious diseases instructional program. <i>OAR 581-022-2050</i>
Yes	A plan for administration of medications. <i>OAR 581-021-0037</i>
Yes	A plan for dealing with blood borne pathogens. <i>OAR 437-002-1910-1030</i>
Yes	A plan to provide health services in cooperation with the contracting district(s). <i>OAR 581-022-2220</i>
Yes	Policies and procedures on tuition and fees consistent with the policies and procedures of the contracting district(s). <i>ORS 337.150, ORS 339.141, and ORS 339.155</i>

Private Alternative Education Program or School  
Registration Application or Renewal  
School Year 2021-2022

Y/N	Please indicate YES or NO in front of each statement:
Yes	A policy of nondiscrimination. <i>ORS 659.850 and ORS 659.855</i>
Yes	A policy that the program will not violate constitutional prohibitions on religious entanglement. <i>ORS 327.109</i>
Yes	Policies and procedures to ensure that staff hiring and evaluation require reference and background checks, regular evaluations, and licensure or registration consistent with the administrative rules of the ODE and of the Oregon Teacher Standards and Practices Commission (TSPC).
Yes	Policies and procedures to provide training for all students which is designed to prevent child abuse.
Yes	Policies and procedures to ensure training for all school employees on the prevention and identification of child abuse and on the obligations of school employees to report child abuse based on policies adopted by the school board or governing body. This training shall be updated and presented to all employees on an annual basis.
Yes	Policies and procedures to make the training detailing prevention of child abuse for students available to parents and legal guardians of children who attend a school operated by the education provider.
Yes	Policies and procedures to ensure that state school fund claims are made consistent with the requirements of ODE. <i>OAR 581-023-0006(6)(a) and (7)</i>
Yes	Policies and procedures to ensure that state school funds are claimed only for those activities approved by the contracting district. <i>OAR 581-023-0008</i>
Yes	Policies and procedures to ensure that the program complies with each statute, rule, and district policy in each contract with a district.
Yes	Policies and procedures to ensure that the program notifies the ODE and each contracting district of each written complaint received by the program that alleges non-compliance with the requirements for private alternative program registration.
Yes	Each private alternative program must provide an annual statement of program expenditures to each contracting district consistent with ORS 336.365.2. <i>OAR 581-021-0072 (7)</i>

In accordance with OAR 581-021-0073, the ODE may deny, suspend, revoke, or refuse to renew a registration if the ODE finds the program fails to comply with registration requirements, or the program or its agents intentionally or knowingly made false, deceptive, inaccurate, or misleading representations of fact in any oral, written, visual, or electronic presentation in connection with the registration. By checking "Yes" above and signing below, you are assuring that your program/school meets requirements listed and can provide evidence upon request.

I certify that (insert school name): Center Point School

Academic Achievement and Progress toward IEP Goals						
		IEP meeting date:				
IEP Goals		Approaches Mastery	Some Progress	Making Progress	No Change	Regression
Math						
	Q1					
Reading						
	Q1					
Writing						
	Q1					
Behavior						
	Q1					
	Q1					
Social Skills						
	Q1					
Overall IEP Progress						
	Q1					
Classroom Participation/Other academic progress:						
Q1: Academic seat hours earned/percentage earned						

**Progress With Paid Work Experience:** Student has a paid position at Center Point School that was gained through an application and interview process. Student works a minimum of 45 minutes per week, or as school schedule allows.

Tasks completed this quarter:

- ☐ Tasks were completed without problems  
☐ Initiated extra tasks to be completed

- ☐ Learned new tasks this quarter
- ☐ Solved problems when needed
- ☐ Reported safety concerns immediately
- ☐ Asked for help at appropriate times
- ☐ Avoided distractions while working
- ☐ Completed time sheets independently
- ☐ Responded to supervisors appropriately
- ☐ Behavioral issues at school threatened work experience position
- ☐ Behavioral issues while working threatened work experience position
- ☐ Motivated to do well in school to maintain position

Overall Attitude: ---

Motivation for paid work experience this quarter: ---

Additional information of note regarding paid work experience:

*The information disclosed to you is from records whose confidentiality is protected by state and federal regulations. These laws and regulations prohibit disclosing this information to others without the written consent of the person to whom the records pertain. Re-disclosure of this information, which violates these laws and regulations, may subject you to civil and criminal penalties.*

DATE

Dear Parents,

Oregon has adopted the common core standards for math, literacy and writing as well as the content areas such as science and social studies. One way that schools measure how well students are doing is through the use of state tests. In math, science, and English language arts, students take the Oregon State Assessments. All scored tests are completed on the internet using a secure browser.

Your child's scores on the assessments offered at his/her grade level are displayed on the enclosed report. For more information regarding the specific content on the subject area tests, you may download a copy of the Oregon Standards from the Department of Education website at: <http://www.ode.state.or.us/>

Up to grade eight, the Oregon Assessments yearly measure academic progress. However, students in high school earning a diploma must demonstrate proficiency in the Essential Skills for an Oregon Diploma, and they may do this by earning a passing score on the Oregon Assessments in the areas of math, reading and writing.

For high schools students who do not earn a passing score on the Oregon Assessment, other means of demonstrating proficiency in the essential skills is provided by alternative assessments or work samples, per the school district protocols.

Please call with any questions about these results or the testing process.

Sincerely,

Mary Tagett, M.Ed.

Education Supervisor 868-0661, ext. 327



*School Test Coordinator Assurance of Test Security*

I have read and understand the 2020-21 Test Administration Manual and have received Test Administration and Security training for the current school year.

I will make every attempt to ensure that all students participate in testing. In accordance with the Test Administration Manual, I will use appropriate administration codes to ensure that students' scores reflect actual test administration procedures. I will not make copies of the test items or otherwise retain them. I will immediately return or report any Oregon test items or test booklets from previous years to my District Test Coordinator.

I will instruct staff on test administration procedures, and security according to the Test Administration Manual, including but not limited to:

- Handling and administering the Oregon Statewide Assessments in a secure manner.
- Consistently using the Oregon Accessibility Manual to understand allowable administration in response to student requests or when the student's IEP indicates an alteration in how a test is being administered.
- Preventing any review, discussion, or analysis of test items before, during, or after testing with either students or adults.
- Monitoring students during testing for inappropriate behavior such as use of instant messaging, taking digital pictures of test items, or other possible methods of cheating.
- Avoiding any review, evaluation, or other involvement with student responses.
- Never scoring the tests or otherwise giving students any feedback as to how well they are performing.
- Accessing printed student test materials only on the day of testing when tests are being administered to students or during processing.
- Not reviewing test items, even if a student believes they are flawed.
- I will notify the District Test Coordinator immediately (within 1 business day) upon learning of a potential impropriety or irregularity, whether it is intentional or unintentional.

Name (print): Mary Tagett

Signature: Mary Tagett

Digitally signed by Mary Tagett

Date: 2021.05.09 07:39:58 -07'00'

School: Looking Glass Center Point School

Digitally signed by Looking Glass Center Point School

Date: 2021.05.09 07:40:15 -07'00'

E-mail Address: mary.tagett@lookingglass.us

Training Received on (date): 5/7/21

**Keep on file at the district office for one year**

Disciplinary action by TSPC may result from violations of test security.

