

**School District: Eugene 4-J
March 2018**

✓	- Present	
ABE	- Excused Absence	E - Day of Enrollment
ABU	- Unexcused Absence	D/C/ - Date of Discharge
OSS	- Out-of-School Suspension	
CP	- Center Point	
PS	- Public School	
WE	- Work Experience	
NPS	- No Public School	

Center Point School Attendance Tues April 2, 2019						
Student	Arrived		Early Departure		Transportation	
	PS=PubSch X=Present AB=Absent	Time and reason if late	Time departed and reason	Time returned	Person picking up client, time left, staff signature	Bus
		Arrived from Riverfront @ _____ Verified by _____				Eug4J
						Eug4J
						Eug4J
						Eug4J
						Bethel
						Bethel
					Picked up by Bruce, house staff, for therapy appt. @	F. Ridge
						P. Hill
						McKenzie
						S. Lane
						S. Lane
						S. Home
						Spfld.
						Spfld.
Fridge Temp.		ATA: (541) 790-5748 (Nancy)			Regular lunches =	
Freezer Temp:		ON HAND	ORDERED		Vegetarian =	
Room Temp-West		Total Students: 14	Breakfast count:		Special Diet =	
Room Temp-East			Lunches ordered:			
		White milk:	White milk:		Fresh fruit	
Att. Call ()		Chocolate milk:	Chocolate milk:		Fresh vegetables	
		Cereal:	Cereal:		Cereal	
		Juice:	Juice:		Butter	
		Apple Sauce:	Apple Sauce:		Condiments	
#REF!		Other:	Other:			



Looking Glass
Community Services

Center Point School

CENTER POINT SCHOOL FEE AGREEMENT

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
Youth Shelter 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

DATE

Dear Parents,

Oregon has adopted the common core standards for literacy and writing in each the subject areas. One way that we measure how well students are doing is through the use of state tests. In math and English language arts, students take the Smarter Balanced Assessments. In science, the state test is multiple choice. 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 are related to whether students promote to the next grade, and their scores indicate 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 2018-19 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

School: Looking Glass Center Point School

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

Training Received on (date): Friday, December 7, 2018

Keep on file at the district office for one year

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

Academic Achievement and Progress toward IEP Goals						
			IEP meeting date: 08/30/18			
IEP Goals		Approaches Mastery	Some Progress	Making Progress	No Change	Regression
Math	Given computer based instruction and use of a calculator Malachi will increase his ability to comprehend and complete grade level mathematical tasks with an accuracy of at least 80% according to curriculum- based measures.			x		
	Q1 Malachi used web-based instruction to learn math skills. He showed mastery of 27 skills: telling time in half-hour, fifteen, and five minute increments, estimation with multiplication and subtraction, prime factorization, ordering fractions, decimals and percentages, basic operations mental math practice, 2 to 4 digit place values with static and moveable decimal point, adding to solve equations, simplifying rational terms, combining like terms, using functions, determining slope of straight lines through the origin, any gradient, and factoring quadratic equations. He earned a total of 32 medals.					
Reading	Malachi will read grade level materials to learn new information in the content areas. He will respond to literal and inferential information with at least 85% accuracy.			x		
	Q1 Malachi completed a total of 31 assignments this quarter and averaged 64% correct. He continued to read books of interest independently, including a series about zombies by Charlie Higson. Malachi started using the dictionary to look up unfamiliar words as he read independently.					
Written Language	Writing: Malachi will learn grammar skills to write down ideas for a purpose and utilize spell check and grammar check to produce writing that is understood by others to an accuracy of at least 80% correct word sequences.			x		
	Q1 Malachi completed writing tasks at 60% accuracy for complete ideas, conventions, fluency, and organization.					
Behavior	Malachi will reduce impulsivity by making positive choices as evidenced by an absence of significant incident reports (SIRs) within a given clinical quarter.			x		
	Malachi will learn and demonstrate skills to be a peer leader, evidenced by maintaining level 4 for at least 30 days in a given quarter.			x		
	Q1 Malachi did not earn any SIRs this quarter. He maintained level 4 for 15 consecutive days this quarter and was on level 4 for a total of 53 out of 58 days.					
Social Skills	Malachi will accept staff feedback as he learns to be more honest about his own behavior and follow class expectations, as evidenced by earning level 4 (93% of points) for at least 95% of the quarter, averaging a level of at least 3.80.				x	
	Q1 Malachi averaged a level of 3.91 this quarter; he was on level 4 for 91% of the quarter. He did not meet the goal of 95% because of engaging negatively with peers, which caused him to drop to level 3 on 5 occasions.					
Transition	Malachi will learn skills to effectively resolve conflict with co-workers and show respect for all colleagues, as evidenced by maintaining work privileges throughout the year.		x			
	Q1 Malachi continued paid work experience this quarter. He also participated in a class designed for students to think about post-secondary goals. Malachi explored careers and their qualification requirements by completing surveys on the Career Information System (CIS) websites as well as the employment department and Lane Community College.					
Overall IEP Progress				X		
Q1: Academic seat hours earned/percentage earned: 97/697= 100%						

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: Clean/swept bike cage, cut meal slips/petty cash slips/incentive charts, collected/emptied paper recycling, collected bottle returns from administration office, watered program plants, folded laundry, restocked food utensil items, cut paper towels, organized recycled art materials, organized program posters.

- ☒ 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
- ☒ Improved independence in completing time sheets
- ☒ 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: Self-directed

Motivation for paid work experience this quarter: Wages

Additional information of note regarding paid work experience: Malachi fulfilled 13 shifts this quarter and continued to show strength in his efficiency around completing multiple tasks throughout one allotted shift time. He was polite and mannerly in developing his own way of engaging staff while working, specifically in asking if staff had items to be recycled. Malachi had a few bouts during the quarter with maintaining respectful interactions toward staff and certain peers but was receptive to engagement from his supervisor around problem-solving his frustrations while still showing leadership at the program.

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.

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. _____

EDUCATIONAL PROFILE / CAREER PLAN

Identifying Information

Name _____ School District/Contact _____
Enrollment Date _____ Course of Study (circle what appears on the IEP)
Grade at Enrollment _____ Regular Diploma / Modified Diploma / GED
Anticipated Graduation Date: _____

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

Date _____ Date _____ Date _____ Date _____
_____/236 Math ____/236 Reading ____/proficiency Writing (____/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

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:***

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 only if 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>
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>

Please indicate YES or NO in front of each statement:	
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>OR 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>OR 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>OR 581-021-0072 (7)</i>

In accordance with OR 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): Looking Glass Center Point School

Can make the assurances listed above; and maintains evidence of compliance with the requirements of the assurances.

Name of Administrator and Title Lynda J. Whitener, Program Director

Signature Lynda J. Whitener Date 3/27/19

Looking Glass Center Point School Class Syllabus

CLASS: Beasties on the Brink

TERM: Q4 2019

TIME/PLACE: Mondays and Wednesdays, Group Room

MATERIALS/PREPARATION NEEDED: Students must be prepared to use the tablets and printed articles to conduct research projects

GENERAL DESCRIPTION: Beasties on the Brink is an elective social skills development class focusing on the Earth's rapid decline in aquatic and terrestrial biodiversity. Each class illuminates specific threatened aquatic and terrestrial biomes around the world, and students are instructed on the affected wildlife, threatening factors, and possible solutions to environmental threats in each biome. Special attention is paid to particularly threatened species, and how the elimination of these species negatively impacts the stability of their respective ecosystems. The instructor utilizes short videos, SMARTBoard activities and presentations, group discussions, and a term research project to teach and assess knowledge retention.

GOAL/OBJECTIVE: Students will learn about biodiversity, geography, oceanography, biology, and botany as they study various threatened biomes and endangered species around the world.

OREGON STANDARDS: HS-LS1-2, HS-LS2-2, HS-LS4-4, SS.HS.GE.01

EXPECTATIONS/GUIDELINES FOR CREDIT: Students will be expected to participate in watching videos calmly and without disruption. Furthermore, student involvement in class activities and group discussion is required to earn participation. Each student must show respect to all in the classroom, and language needs to be appropriate. Put-downs, discriminatory comments, and conversations that distract from the learning environment

DATES AND SPECIFIC LESSON PLANS FOR EACH CLASS:

Week 1:

This week, the instructor will review expectations for the class and summarize the subject matter of Beasties on the Brink. Students will be introduced to one of the most fertile biomes on earth, the Gulf of California in Mexico. The class will discuss the factors that threaten this delicate ecosystem, and analyze two of the Gulf's most endangered and important species. The characteristics, importance, endangerment, and preservation of both species will be analyzed in detail, and students will watch a

short video on the animals. Finally, students will use the tablets to select their own endangered species on which they will be conducting a term research project.

Week 2:

This week, the instructor will review expectations for the class and summarize the conditions and biodiversity of one of the harshest environments on earth, The Arctic. The class will discuss the factors that threaten the Arctic's ecosystem and will analyze two of the Arctic's most threatened species, the Narwhal, and the Polar Bear. The characteristics, importance, endangerment, and preservation efforts for each species will be discussed in detail, and students will watch short videos about the animals. Finally, the instructor will outline the most threatening factors for these endangered species, and students will watch another video on massive glacial calving events in Greenland to illustrate the continuous consequences of climate change. Finally, students will use the tablets to conduct research on their chosen endangered species.

Week 3:

This week, the instructor will summarize the conditions and biodiversity of the largest reef in the world, the Great Barrier Reef. The instructor will introduce students to the factors that threaten the reef's ecosystem, and will teach students about three of the Great Barrier Reef's most endangered species. The importance, characteristics, and endangerment of the Dugong, the White Bellied Sea Eagle, and the Napoleon Fish will be analyzed in detail, and students will watch a short video on each animal. After each animal is presented, the instructor will assist students in filling out a life web profile as a group. Finally, the class will use the life web profiles they have created to summarize and understand the most significant threats to the Great Barrier Reef's biodiversity and ecosystem.

Week 4:

This week, the instructor will summarize the conditions and biodiversity of the Gulf of Mexico, and will introduce students to the factors that threaten Mexico's reefs and animals. Students will then learn about three of the gulf's endangered species, the leatherback sea turtle, the smalltooth sawfish, and the humpback whale. The importance, characteristics, and endangerment of each species will be analyzed in detail and students will watch a short video on each species. Afterward, students will chose one of the three presented animals and use images and information on handouts to build a habitat collage for their chosen animal.

Week 5:

This week, the instructor will review expectations with the class and review important vocabulary words from throughout the term. The instructor will then summarized the most important factors that threaten our ocean ecosystems, and analyze the impacts of these factors on biodiversity. Afterward, students will participate in a cumulative game of Jeopardy on the SMART Board consisting of information from throughout the term.

Week 6:

This week, the instructor will summarize the conditions and biodiversity of the Indus River Delta. The instructor will then introduce students to the factors that threaten the area's ecosystem, and teach students about three endangered plant and animal species native to the Indus River. The importance, characteristics, and endangerment of the Indus River Dolphin, the Fishing Cat, and life providing Mangrove Forests, will be analysed in detail and students will watch a short video on each species. After each species is presented, students will participate in several SMARTBoard Activities on how energy moves through an ecosystem and apply this knowledge to the effects of biodiversity loss on the Indus River Delta Ecosystem.

Week 7:

This week, the instructor will begin class with an introduction and overview of the importance of Biodiversity. The class will review vocabulary words students had learned throughout the term, and practice recognizing the path energy takes through a food web with a short SMARTBoard activity. The

instructor will then teach students about three of the most effective methods of gathering renewable energy, and will discuss how such tools are used, before watching a short video on each. After lecture, the class will participate in a hands on project to build their own functioning wind turbine with provided materials, and the class will conclude with a game of Biodiversity Jeopardy on the SMARTBoard with the remaining time.

Course Offerings

Looking Glass Center Point School 2018-2019

Work Experience and Personalized Learning

Community Matters Food for Lane County: Kitchen and Gardens

Community Matters Food for Lane County: Kitchen and Gardens is a required social skills development class that focuses on teaching career-related learning standards. Students prepare for successful vocational transitions by volunteering with the non-profit organization Food for Lane County to assist both at the Grassroots Garden and in the Kitchen warehouse on alternating weeks. Students will learn about the relationship of both growing and harvesting food and the ways in which these items are sorted, packed, and properly handled once they are received at the kitchen warehouse.

Community Matters – Springfield Museum

Community Matters – Springfield Museum is a required social skills development class that focuses on teaching career-related learning standards. Students prepare for successful vocational transitions by volunteering with the Springfield Museum to assist in cleaning the facility, providing simple care and maintenance to displays and artifacts, and removing litter and debris from the walks outside of the museum.

School and Beyond

School and Beyond is a required social skills development class in which students explore their own transition goals and develop skills in self-advocacy. As students learn their rights and responsibilities of having an Individualized Education Plan (IEP), they research topics of interest and share their goals with others. Post-secondary education, vocational skills, and community involvement are the focus of the research and goal development.

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, office, and organization duties.

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, 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, office, and organization duties.

Community Matters Food for Lane County: Kitchen and Gardens

Community Matters Food for Lane County: Kitchen and Gardens is a required social skills development class that focuses on teaching career-related learning standards. Students prepare for successful vocational transitions by volunteering with the non-profit organization Food for Lane County to assist both at the Grassroots Garden and in the Kitchen warehouse on alternating weeks. Students will learn about the relationship of both growing and harvesting food and the ways in which these items are sorted, packed, and properly handled once they are received at the kitchen warehouse.

Personalized Learning

Personalized Learning is an academic class in which students explore post-secondary goals and the means to attain them. Primarily focused on vocation and education, students identify preferred jobs and careers and then use web-based databases and community college websites to research them. Students also work on their resume along with pre-employment skills such as completing an application. Students may also use the time to engage in self-management activities and brain teasers as possible leisure activities after high school.

Course Offerings

Looking Glass Center Point School 2018-2019

Science

Super Senses

Super Senses is a required social skills development class geared toward bringing awareness to, and educating about, the various senses of the body, focusing but not limited on the vestibular, proprioceptive, touch, sight, hearing, smell, and taste functions. Students learn about these sensory functions then practice proper sensory integration to improve and maintain brain-processing efficiency, thereby allowing each individual to become more efficient learners and improve adaptive coping skills in various environments.

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. Students complete worksheets and craft projects aimed at enhancing and demonstrating their understanding of the material presented.

Science Fiction to Science Fact

Science Fiction to Science Fact is a required social skill development class that correlates the technologies presented in science fiction literature with actual technological developments. Students are presented with readings of classic science fiction short stories and novel segments from various authors, highlighting predictions of future technologies. Then, through lecture and SMART Board presentations, students read articles and view media of current and upcoming technologies which have been influenced by those writings. Students participate in a physical activity break mid-period. For the latter part of class students work on a personal project creating, through writing, illustration or sculpture, a fictional futuristic technology device, including a description of what it does and the societal need that it is intended to fulfill.

Anatomy

Anatomy is a required social skills development class intended to give the students an understanding of the different parts of the body and how they work. During each class the students learn about a particular body part, its function and how to keep it healthy. A large emphasis is on the spine and nervous system and how they relate to each part of the body. The students also partake in physical activity during each class in which the instructor teaches the students how to stabilize their spine while engaging in other movement activities. The second half of each class the students work on creating a body t-shirt that shows each internal organ that is studied in class.

Inventions that Changed the World

Inventions that Changed 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 learn about the various categories of invention, such as energy and power, communication, transportation, and production, and how inventions within each category changed human development. Students also explore topics such as "inventions that occurred by accident," "famous and neglected inventors," and "inventions with unintended results." Students spend the second half of class creating a presentation with images and facts about a significant inventor of interest. The class includes a physical activity break led by the instructor.

Invent This

Invent This is an elective social skills development class in which students work individually, or in groups, using littleBits, Lego Mindstorms, K'NEX, LEGOS, and/or 3D modeling software, to complete an assigned invention challenge. After working on their invention challenge for the first half of class, students are given time to work on their own inventions using the tools they have learned. Challenges and individual instruction are presented to students looking for direction or wanting to push their abilities further.

How We Know

How We Know is a required social skills development class aimed at introducing students to the current state of scientific knowledge in various key scientific fields, and how the base knowledge for each was derived. Each week, students are introduced to a different field of science, the basic framework on which that science is built, and how those frameworks originated. Lessons cover

Course Offerings

Looking Glass Center Point School 2018-2019

epistemology, statistics, and the scientific method. Class includes a brief physical activity break led by the instructor. Students also participate in hands-on science experiments which demonstrate the principles discussed in the lessons.

Beasties on the Brink

Beasties on the Brink is a required social skills development class focusing on the Earth's rapid decline in aquatic and terrestrial biodiversity. Each class illuminates specific threatened aquatic and terrestrial biomes around the world, and students are instructed on the affected wildlife, threatening factors, and possible solutions to environmental threats in each biome. Special attention is paid to particularly threatened species, and how the elimination of these species negatively impacts the stability of their respective ecosystems. The instructor utilizes short videos, SMARTBoard activities and presentations, group discussions, and a term research project to teach and assess knowledge retention. Class includes a physical activity break led by the instructor.

Personal Finance

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 managing bills and finances, and practice using ledgers to monitor income and spending. In addition, the students are provided an opportunity to follow the NASDAQ market by simulating the purchase and trading of stocks within the classroom environment in a project called "The Latinum Game." Students are assessed by maintaining their practice budgets and through their ability to evaluate their own performance in The Latinum Game. Class includes a brief physical activity break led by the instructor.

Money, Money, Money

Money, Money, Money is a required social skills development class that surveys the human cultural phenomenon of money. Students learn about how and why money was first developed, what various functions it has in societies, and what types of form it takes. Students are also introduced to the design elements of coins and bills from a number of different eras and cultures, and then spend the second half of each class designing and creating their own currency. Class includes a physical activity break led by the instructor.

On My Own

On My Own is a required social skills development class that covers topics aimed at helping students learn about the responsibilities and experiences of life as an adult. Students are introduced to skills of independence necessary for adulthood including matters of finance and household management. Through lecture and SMART Board presentations, students are given a series of steps toward adult independence including seeking employment, managing bank accounts, acquiring and managing loans, budgeting, and other relevant skills. Mid-period, students participate in a brief physical activity break. Students spend the second part of the class participating in various activities aimed at practicing the information learned from the lessons including writing resumes, engaging in mock interviews, and exploring resources for finding jobs and housing.

Social Studies

Social Issues and Comics

Social Issues and Comics is a required social skills development class aimed at bringing awareness to the current social climate, comparing this with the civil rights era of the 50's and 60's, and showing how these issues are brought to light through the comic book world. Students look at a variety of social issues and examine how these issues are typically shown through the media and the difference when reflected in comic books. To demonstrate understanding of the concepts presented, students find a social issue that they feel to be important and create their own comic reflecting this issue. A brief physical activity break is led by the instructor at the mid-point of each class.

Current Events

Current Events is a required social skills development class in which students explore local, national and international current events. Students learn about different media outlets including how electronic media has changed the way people get their news.

Course Offerings

Looking Glass Center Point School 2018-2019

Students also learn how to differentiate between different types of news articles such as fact based articles versus editorials and how these types of articles can change their perspective. Students explore how fake news has effected current culture and why people believe fake news. Students use a variety of tools to explore the current events including local newspapers, tablets with CNN Student News, and SMARTBoard presentations of television media. Students engage in a short physical activity break before working on their own individual news articles, either fact based or editorial.

The Fabulous Fifties

The Fabulous Fifties is a required social skills development class that surveys the social and cultural history of the United States in the 1950s. Students learn about the major historical events and cultural phenomena of the decade that shaped our society, including the Cold War, the Civil Rights movement, and the emergence of mass media, particularly television and rock n' roll. Students spend the second half of class creating a presentation portfolio with images and facts about a major topic from the era for a final class presentation. Class includes a physical activity break led by the instructor.

Point of You

Point of You is a required social skills development class which instructs students about 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. Each class, students participate in a physical activity break led by the instructor. Students then 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 presentation, role-playing social situations, and designing and interpreting social cues through self-presentation.

The Celebrated Sixties

The Celebrated Sixties is a required social skills development class that surveys the social and cultural history of the United States in the 1960s. Students learn about the major historical events and cultural phenomena of the decade that shaped our society, including the Space Race, the Civil Rights movement, and the prevalence of mass media, particularly television and rock n' roll. Students spend the second half of class creating a presentation with images and facts about a major topic from the era for a final class presentation. Class includes a physical activity break led by the instructor.

Computer Science

littleBits

In littleBits, students learn and develop the skills to express creativity through the development of their own electronic inventions. Individually or in small groups, students use small modular electronics, littleBits, to build systems that perform desired functions. Throughout the process of inventing, students gain valuable knowledge about the form and function of everyday technology, and learn about coding by physically applying various electronic operations.

Clever Contraptions

Clever Contraptions is an elective social skills development class in which students work individually, or in groups, using littleBits, Lego Mindstorms, K'NEX, LEGOS, and/or 3D modeling software, to complete assigned challenges and/or invent their own projects. Students are given free time to create using the tools they have learned. Challenges and individual instruction are presented to students looking for direction or wanting to push their abilities further.

Art

Express Yourself

Express Yourself is an elective social skills development class geared towards opening up new opportunities for students to express themselves through artistic endeavors. Each week, staff leads a discussion on concepts in relation to the art-making process, which includes but is not limited to: art terms, artists and their works, steps to creating works of art, handling art materials, clean-up, and finalizing a work of art. Students are encouraged to utilize available art and craft supplies to design and create their own projects and will be offered guided instruction to help in project direction goals. Students are given general group, as well as individualized, instructions and accommodations and are expected to work independently or in small groups as needed in order to complete their projects.

Pop Art with Andy Warhol

Pop Art with Andy Warhol is an elective social skills development class that explores the visual art movement known as pop art, highlighting the works of Andy Warhol. Students learn about the artist's exploration of the relationship between artistic expression,

Course Offerings

Looking Glass Center Point School 2018-2019

celebrity culture, and advertising that flourished by the 1960s. Students relate the themes and icons of that era to modern icons and symbolism. Emotions and symbolism are emphasized as is the use of line and colors that reflect the pop art form. Students build on their personal forms of self-expression using techniques and styles demonstrated each week to create several art pieces throughout the term.

Applied Art

Healthy Snacks

Healthy Snacks is an elective social skills development class geared to teach the students the importance of eating healthy. During each class the students review the health benefits of the ingredients and then learn how to prepare the snack.

Group Games

Group Games is an elective social skills development class in which students are introduced to various board games as well as receive brief historical background information on game origins. Students play the board games together as a group. The focus is on positive social interactions, positive competition, patience with others and teamwork.

Karaoke

Karaoke is an elective social skills development class developed to promote free expression and creativity. The class incorporates self-esteem building exercises to encourage self-confidence. Each student signs up to sing various songs on the Karaoke machine or sing along with the song found on the Internet. Students are expected to listen respectfully to their peers and positively encourage them in their performances while waiting for their turn to perform. Students work collaboratively as a group to develop expectations specific to being a performer and audience member, and receive daily opportunities to write affirmations for peers' performances to place in the "Bravo Box." At the end of the quarter, students receive their affirmations to help boost self-confidence. Students also learn about the origins and history of Karaoke in Japan as well as its health benefits.

Other

Self Check-Out

Self Check-Out is an earned privilege. Students may attend Self Check-Out if they have earned 90% on their Success Charts for the past week and have had no unexcused absences. Students take on the responsibility of evaluating their day and determining their success at meeting their target behavior. Students are allowed to listen to school approved music and participate in an activity of choice, such as working on the computer, using personal media, or socializing with their peers.

All School Earned

The off-site activity is a social skills development group that allows students to practice and experience positive social interactions with their peers in community settings. The off-site class today was a school wide, incentive-based group where students must earn 93% of the possible points in order to participate. Students must also complete all other obligations such as processing assignments and off site suspensions in order to be eligible.

Orientation

Orientation is a class that focuses on becoming oriented to the program. Students are expected to interact with the teacher respectfully and become acquainted with the rules and expectations, as well as learn the names of the staff in the program.

Physical Education

Swimming

Swimming is a social skills development and physical education activity in which students are encouraged to exercise while developing pro-social relationships. Today students swam at Echo Hollow Pool.

Course Offerings

Looking Glass Center Point School 2018-2019

Gyms Around Town

Gyms Around Town is an elective social skills development class geared to introduce students to local gyms, providing them the opportunity to see what each gym offers. The students tour the gyms and receive membership information. During the last part of class, the students utilize the gym's cardio equipment such as elliptical machines and stationary bikes.

Off-Site

The off-site activity is a social skills development group that allows students to practice and experience positive social interactions with their peers in community settings. The off-site activity is not an incentive-based class, but a student may be expected to remain on-site at staffs' discretion due to maladaptive behaviors or safety concerns exhibited earlier in the day.

Disc Golf

Disc Golf is an elective social skills development class designed to teach students the basic rules and skills of Disc Golf. Students use the Westmoreland Disc Golf Course each week, practicing different types of shots, including putts, approach shots and drives. Success is not gauged on achievements, but on attitude and willingness to learn. Throughout the term students are taught different types of shots while on the course, including backhand, forehand and tomahawk.

Health

Health and Wellness

Health and Wellness is a required social skills development class which instructs students about basic health and nutrition issues. Through guest speakers, 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.

Study Skills

On-Site

The On-Site class is a multi-purpose group that students participate in when they do not join the larger group on a community outing. Students may stay at the program by choice or due to earning points that deem them ineligible for an all-school outing, serving In School Suspension, participating in family or individual therapy, or completing other program responsibilities such as processing assignments or work projects. _____ was on-site because _____

Study Skills 1: students scheduled for off-site but not participating in the activity

The Study Skills class is a multi-purpose group for students who do not participate in a community outing. Students may work on alternative assignments either at the program or in a location separate from the group while on the community outing. _____ participated in Study Skills during _____ because _____.

✓

Study Skills 2- instead of academics

Study Skills is a class designed for students who are not able to adapt to their current schedule. The student may be allowed to self-direct in order to learn the skill of engaging in individualized academics in a group setting. These students, when unsuccessful in the group setting, are assigned work for the scheduled class period and work individually with a teacher.

✓

Independent Projects - instead of social skill development groups

Independent Projects is a class designed for students who need a tailored curriculum in lieu of the current scheduling. Usually, as a result of having difficulty with the social skills needed for specific groups, the student is allowed to self-direct their own learning,

Course Offerings

Looking Glass Center Point School 2018-2019

while they gain trust with teachers to accept instruction at their own pace. This class is highly individualized, and requires of the student some level of self-direction, and the ability to follow basic program rules.

✓

Self-Directed Learning

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

ELA

ELA Academics -M/W or TU/TH

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 or complete paired reading assignments.

Language Workshop M/W or TU/TH

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 read in a small group with a teacher in order to learn phonemic awareness, decoding, fluency, close reading, and vocabulary. They are then offered an opportunity for self-direction by using text-to speech software, reading novels, or reading 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. After receiving feedback from peers and/or teachers, students revise their work.

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.

Astonishing Tales

Astonishing Tales is an elective social skills development class that introduces students to the science fiction of the 1950s. Students read, along with the instructor, short stories by authors such as Isaac Asimov, Arthur C. Clarke, and Robert Heinlein, and discuss themes relevant to the 1950s, as well as our current time. In conjunction with the reading, students watch episodes of science fiction television shows from the period that deal with contemporary social and cultural issues. Students are introduced to biographical material about the authors under consideration and are assessed with short-answer questions based on each day's reading, followed by group discussion.

A Midsummer Night's Dream

A Midsummer Night's Dream is an elective social skills development class in which students read, analyze, and perform scenes from William Shakespeare's play "A Midsummer Night's Dream." In addition to reading the play itself, students are introduced to basic elements of Shakespearean theatre, the mythical and fantastic elements of the play, and the underlying themes of the play as they relate both to Shakespeare's time and to modern audiences. Students also experience the play through other media such as graphic novels and video performances. Students are assessed through comprehension questions based on each day's reading followed by group discussion.

The Sword in the Stone

The Sword in the Stone is an elective social skills development class in which students read, along with the instructor, T.H. White's novel "The Sword in the Stone," a tale of King Arthur's childhood. Students are introduced to the major elements of the myth of King Arthur, as well as variants of the myth, possible historical connections, and modern media representations. Students spend a portion of the class creating a personal coat of arms based on personal history and interest as inspired by traditional examples which are provided.

Legends, Myths, and Folklore

Course Offerings

Looking Glass Center Point School 2018-2019

Legends, Myths, and Folklore is a required social skills development class aimed at introducing students to the myths of various cultures and the importance that myths play 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. Students then work individually or coordinate with one another and with the instructor to create mythos that explains, through creative fiction and art, various events, phenomena, and features of the world around them.

Math

Paper/Pencil Math

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

Manga High Math

Students learn and practice math skills using computer-based instruction from the mangahigh.com website. They self-select teacher-posed challenges or negotiate with the teacher to learn specific skills.



Looking Glass
Community Services

Center Point School

CREDIT HOURS EARNED

DATE: 1/29/18

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
Youth Shelter Program
Stepping Stone Program
Parole Revocation Diversion Program

NAME: ~~XXXXXXXXXXXX~~

DATES OF ENROLLMENT: 12/5/16- PRESENT

YEAR/TERM of transcript: summer 2017; fall 2017/2018

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

SUMMER SEMESTER 2017 (GRADE 9)

DATES CREDIT HOURS WERE EARNED: 06/26/17-08/18/17

CREDIT HOURS EARNED: 1.584

PHYSICAL EDUCATION: .800

APPLIED ART: .692 WORK EXPERIENCE: .092

FIRST SEMESTER, 2017-2018 SCHOOL YEAR (GRADE 9)

DATES CREDIT HOURS WERE EARNED: 9/6/17-1/26/18

CREDIT HOURS EARNED: 4.717

MATH: .715

SCIENCE: 1.00

ENGLISH: .808

APPLIED ART: .285

GOVERNMENT: ***

WORLD STUDIES: .208

SOCIAL STUDIES: .208

PHYSICAL EDUCATION: .654

WORK EXPERIENCE: .262

HEALTH(family life): ***

HEALTH(wellness): ***

PERSONAL FINANCE: .369

U.S. HISTORY: .208

STUDY SKILLS: ***

Mary Tagett, M.ED. Special Education
Education Supervisor
Center Point School



A United Way Agency

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
Fiscal Year Income and Expenditures
7/1/2018 - 1/31/2019 YTD**

Source	Total Revenue 7/1/2018 - 1/31/2019
School District Fees	\$ 398,642.00
Misc. Income	\$ -
Donations	\$ 500.00
TOTAL REVENUE	\$ 399,142.00
Item	Total Expenditures 7/1/2018 - 1/31/2019
Employee Expense	\$ 258,211.00
Contracted Services	\$ 7,105.00
Office Expenses	\$ 8,026.00
Operations	\$ 5,335.00
Facilities and Equipment	\$ 7,625.00
Travel and Education	\$ 383.00
Client Services	\$ 10,092.00
Indirect Charge (LG Admin) and Mortgage Expenses	\$ 52,494.00
TOTAL EXPENDITURES	\$ 349,271.00
Net Income	\$ 49,871.00
<p>Note: Expenses less than projected due to:</p> <ul style="list-style-type: none"> - staff shortages, including staff absences and days off without pay - completed needed facilities repairs not yet paid out, including new roof and painting of the building - projected needed facilities repairs/construction projects, including expanded Makerspace, carpets, interior painting 	

Lynda Whitener

From: Form Confirmation <forms@smartsheet.com>
Sent: Monday, July 23, 2018 7:28 AM
Subject: Lynda Whitener
Confirmation - 2018-2019 Private School Approval Application



Thank you for submitting your entry. A copy is included below for your records.

2018-2019 Private School Approval Application

Application Type Renewal

School Name Looking Glass Center Point School

School Address 1790 W. 11TH AVE. Suite A

City, State Zip Code EUGENE, OR 97402

Mailing Address, if different than School Address Same

Administrator Name Lynda J. Whitener

Telephone Number 5418680661

Additional School Contact

Additional Contact Title

Additional Telephone Number

E-mail LYND.A.WHITENER@LOOKINGGLASS.US

School Type Grades K-12

Ages Birth - 2

PK Age 3

PK Age 5

PK Age 4

Kg

1

2

3

4

5

6

7

8

9

10

11

12

**Institution ID
Number** 3545

**Private
Alternative
School**

**Long Term
Care or
Treatment
Facility**

Other

Explanation

**Contracting
Public School
Districts /
Agencies** All districts within Lane County; districts outside of Lane County by request.

**Office of
Child Care
Certificate of
Approval** NA

**Sanitation -
Health
Inspection** 06/04/18

**Fire
Inspection** 09/18/17

**Certificate of
Liability 06/26/18
Insurance**

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Oregon

Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves... together!

Colt Gill

Deputy Superintendent of Public Instruction

June 14, 2018

Looking Glass Center Point School
1790 W 11th Ave Ste A
Eugene, OR 97402-3758

RE: Registration of Private Alternative Education Program

Pursuant to ORS 336.635 and OAR 591-021-0072, the application for Looking Glass Center Point School at 1790 W 11th Ave Ste A, Eugene, OR, to be registered as a private alternative education program for 2018-2019 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 2018-2019 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 at <http://www.oregon.gov/ode/schools-and-districts/Pages/Institution-Identification-School-Names.aspx>. 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 Bob Salazar at bob.salazar@state.or.us or (503) 947-5981.

Sincerely,

Bob Salazar, Education Specialist
Office of Teaching, Learning & Assessment



Oregon

Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves... together!

Colt Gill

Deputy Superintendent of Public Instruction

August 16, 2018

Lynda J. Whitener Program Director
Looking Glass Center Point School
1790 W. 11th Ave. Suite A
Eugene, OR 97402

RE: 2017-2018 Approved Private School Application - Looking Glass Center Point School

Thank you for the application to contract with public education agencies to provide special education and related services to students in grades 6-12. ODE has reviewed and approved this application.

The annual approval period is August 15, 2018 through August 14, 2019. To maintained uninterrupted approval, please renew and submit each item below before its expiration date.

Annual Updates	Expiration Date
Fire Inspection	9/16/2018
Health and Sanitation Inspection	Annual 6/14/2019
Insurance Documentation	7/1/2019

Sincerely,

Ray Ann Ray, M.A.
IDEA General Supervision Specialist

cc: Jan Burgoyne

