



Oregon

Tina Kotek, Governor



OREGON
DEPARTMENT OF
EDUCATION

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Colt Gill

Director, Oregon Department of Education

June 2, 2023

Looking Glass Center Point School
1790 W 11th 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 2023-2024 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 2023-2024 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, sections of OAR 581-022-2505 that relate to Private Alternative Schools and Programs, and 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@ode.oregon.gov

Sincerely,

**Looking Glass Center Point School
Fiscal Year Income and Expenditures
7/1/2023 - 2/29/2024 YTD**

Source	Total Revenue 7/1/2023 - 2/29/2024
School District Fees	\$ 503,565.00
Misc. Income, Including Grants & Donations	\$ 46,050.00
TOTAL REVENUE	\$ 549,615.00
Item	Total Expenditures 7/1/2023 - 2/29/2023
Employee Expense	\$ 366,132.00
Contracted Services	\$ 11,417.00
Office Expenses	\$ 13,884.00
Operations	\$ 37,574.00
Facilities and Equipment	\$ 16,556.00
Travel and Education	\$ 231.00
Client Services	\$ 20,328.00
Indirect Charge (LG Admin) and Mortgage Expenses	\$ 76,735.00
TOTAL EXPENDITURES	\$ 542,857.00
Net Income	\$ 6,758.00



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Dr. Charlene Williams

Director of the Department of Education

Date: August 24, 2023

Dear Lynda Whitener of Looking Glass Centerpoint:

I am pleased to inform you that the Oregon Department of Education (ODE) has approved your application to provide special education services to students with disabilities placed or referred by public schools as per IDEA Sections 300.145-300.147¹ as a private alternative education facility. This approval is a testament that your school has demonstrated its ability to meet the program assurances and continuously maintain current insurance coverage, and fire/health inspection standards. To maintain continuous approval, please submit evidence of updated insurance, fire, and health inspections on or before their renewal dates. At this point in time, renewal will be on an annual basis provided the updated fire/health inspections and insurance coverage are provided to ODE no later than August 15, 2024.

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

Sincerely,

Allyson McNeill (she, her, hers)

Director of Resource Management and Operations

Office of Enhancing Student Opportunities

Allyson.McNeill@ode.oregon.gov | www.oregon.gov/ode

¹

Children With Disabilities in Private Schools Placed or Referred by Public Agencies



Looking Glass
Community Services

**CENTER POINT SCHOOL
FEE AGREEMENT**

Center Point School

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: [Click here to enter a date.](#)

YOUTH:

PARENT/GUARDIAN:

FAMILY MAILING ADDRESS:

CITY: ZIP:

PHONE:

DAILY RATE: \$

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

ANTICIPATED DATES OF SERVICE: [Click here to enter a date.](#)

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

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

_____ 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, Program Director, Looking Glass Center Point School

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

children. A program may dispute this assumption by submitting evidence satisfactory to the Department of Education that the employee will not have any direct, unsupervised contact with children. Consistent with ORS 326.607, a private alternative program/school may request a criminal records check for an individual who is a volunteer.

A private alternative program/school must be registered with the Department of Education before a school district may contract with or distribute public funds to the program/school (ORS 336.631). An application to register or to renew registration will not be processed without the criminal records check information required by the amended staff roster.

Direct requests regarding **criminal records checks** and related questions to **Shonna Bumgarner** at 503-947-5874, shonna.bumgarner@state.or.us.

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 only if the program is approved by the ODE to provide those services.

Private Alternative Education Program or School
Registration Application or Renewal
School Year 2024-2025

Y/N	Please indicate YES or NO in front of each statement:
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>
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.

Private Alternative Education Program or School
Registration Application or Renewal
School Year 2024-2025

Y/N	Please indicate YES or NO in front of each statement:
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): 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

Signature Lynda J. Whitener Date 3/13/24

Documentation Required

One copy each of these must be submitted with the application for registration of applicant's private alternative education program to document compliance with OAR 581-021-0072, Registration of Private Alternative Programs/Schools.

<i>Initial</i>	<i>*School/Program Administrator, please provide an Initial for each assurance.</i>
LJW	The annual fire and safety inspection for each location owned or occupied by applicant where students will receive education services including but not limited to instruction or counseling.
LJW	The certificate(s) of insurance showing that applicant maintains commercial general liability insurance of at least \$1 million for each location owned or occupied by applicant where students receive education services including but not limited to instruction or counseling.
LJW	The program/school mission statement
LJW	A sample education plan and profile document implemented for a student consistent with OAR 581-022-1120(3)(a) and (b) and OAR 581-022-2000(3) and that includes criteria for determining if, when, where, and how the student may transition from the program. In accordance with ORS 339.260 and the Federal

	Family Education Rights and Privacy Act (FERPA), please delete or hide student names and identification numbers
LJW	A sample showing how student attendance is reported.
LJW	A sample showing how the program/school annually reports the results of each student's performance on district and state assessments to students, the students' parents or legal guardians, and the students' contracting districts. In accordance with ORS 339.260 and the Federal Family Education Rights and Privacy Act (FERPA), please delete or hide student names and identification numbers.
LJW	For previously approved private alternative education programs or schools, the written annual evaluation completed by each contracting public school district for the prior school year.
LJW	A current Master Schedule for 2023-2024
LJW	Policies and Procedures for hiring of teaching staff

The ODE may modify these documentation requirements or may require additional documentation at any time. 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/school fails to comply with registration requirements or the program or its agents intentionally or knowingly make false, deceptive, inaccurate, or misleading representations of fact in any oral, written, visual, or electronic presentation in connection with the registration under OAR 581-021-0072. By initialing above and signing below, you are assuring that your program/school meets requirements listed and can provide evidence upon request.

PRIVATE ALTERNATIVE PROGRAM/SCHOOL SELF-EVALUATION
 (OAR 581-021-0072)

Insert yes or no in front of each statement:

Y/N	Please indicate YES or NO in front of each statement:
Yes	The school has on file a written statement of its philosophy, goals and objectives - submit philosophy/mission statement with application.
Yes	The number of administrators provides necessary administrative support to ensure effective operation of the school.
Yes	Secretarial assistance is adequate to ensure effective operation of the school.
Yes	Each administrator qualifies on the basis of <u>one</u> of the following a. Holds a current administrative certificate from any state. b. Currently enrolled in an accredited educational program leading to an administrative certificate; or, c. Documentation of verifiable educational or management experience, according to defined criteria, which are consistent with the stated educational goals of the school - attach criteria used.
Yes	Each teacher (including part-time) qualifies on the basis of <u>one</u> of the following:

Private Alternative Education Program or School
Registration Application or Renewal
School Year 2024-2025

Y/N	Please indicate YES or NO in front of each statement:
	a. Holds a current teaching certificate from any state; b. Teaches at least one-half time in the major field of study in which a degree was awarded; or, c. Documentation of verifiable experience in the major field of instruction in which teacher is engaged, according to defined criteria which are consistent with the stated educational goals of the school. (submit criteria used with application)
Yes	The school's curriculum considers the goals of modern education as defined in: (OAR 581-022-2000 and ORS 345.525(d)).
Yes	The school's curriculum is sound, comprehensive and consistent with the school's stated philosophy, objectives and educational goals.
Yes	If the school has a program of course offerings through grade 12, its academic standards are adequate to qualify graduates to attend community colleges and institutions of higher education.
Yes	Courses are taught for a period of time equivalent to that required for children attending public schools. (Not applicable for Preschools) Public School requirements are: Kindergarten - 900 hrs.; Grades 1-3 - 900 hrs.; Grades 4-8 - 900 hrs.; Grades 9-11 - 990 hrs.; Grade 12 - 966 hrs.
Yes	The teacher/student ratio is such that it will ensure an effective educational program as required by the Program of Studies. Give ratio of teacher/students <u>1:5</u> MUST BE COMPLETED
Yes	The school provides an adequate system of student progress records as prescribed by state and federal laws.
N/A	Student permanent records are maintained in a fire safe location. Student permanent records are maintained by the home school district of each enrolled student.
Yes	Student progress records are transferred promptly to another educational institution upon receipt of notice of enrollment.
Yes	The school has instructional media center(s) or facilities necessary to provide appropriate media services.
Yes	Instructional materials, including textbooks, are adequate to meet educational objectives.
Yes	Each instructional classroom or station is properly equipped with materials that provide the necessary environment for the activity assigned.
Yes	The school site is well maintained and of adequate size.

Private Alternative Education Program or School
 Registration Application or Renewal
 School Year 2024-2025

Y/N	Please indicate YES or NO in front of each statement:
Yes	The school complies with rules of the State Fire Marshal (ORS 476, 477, 478, 479, 480) and Health Division (check with your County Health Department for rules and procedures relating to health and sanitation). (ORS 345.535 (3))
Yes	The quality and quantity of equipment facilitates achievement of the goals of the educational program.
N/A	Transportation provided is in compliance with state and federal laws and Oregon Department of Education rules and regulations. If transportation is not provided, please insert "N/A".
	If any pupils are transported by school buses, all students have received instructions on bus safety and have had training in bus evacuation drills. Transportation to and from school is provided by the home school districts and/or parent/guardians.

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: _____ Alternative Document _____

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

School/Community Activities: Mark Completion Dates with Staff initials

	Dates	Dates	Dates
Community Matters _____	_____	_____	_____
Community Matters _____	_____	_____	_____
Job On-Site _____	_____	_____	_____
Paid 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 ___ quarterly ___ upon completion
Personal Interest _____	

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:

Individual Inventories:		Inventories completed with assistance of staff	
	Date	Staff	
_____ Determining Needs	_____	_____	Transition Skills Inventory
_____ Interest Inventory	_____	_____	Community Assessment
_____ Assessing Multiple Intelligences	_____	_____	Assessment of Financial Skills and Abilities
_____ This Is How I See Myself	_____	_____	Work Personality Profile
_____ What's My Bag?	_____	_____	Survey of indoor/Outdoor Recreation
_____ Other _____	_____	_____	
_____ Other _____	_____	_____	

Skills Summary Sheet (required)

Identifying Tentative Next Steps

Education Goals		Career Goals	
	Date		Date
_____ Plan for completing high school/equivalent	_____	_____ 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		Date
_____ Independent Living Assessment Form	_____	_____ 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 JOB

STEPS TO ACHIEVE THE GOAL:

1. _____

2. _____

EDUCATION/TRAINING GOALS:

STEPS TO ACHIEVE THE GOAL:

1. _____

2. _____

INDEPENDENT LIVING:

STEPS TO ACHIEVE THE GOAL:

1. _____

2. _____

Center Point School Quarterly Progress Summary

Student:

Date of Birth:

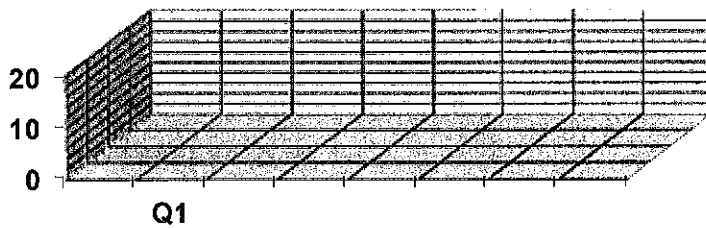
Dates:

Attendance: Days Enrolled:
Days Attended:

Unexcused Absences:
Unexcused Tardies:

Student Strengths:

Cumulative Treatment Progress
Sum of all progress in all goals



- Emotional Regulation/Adaptive Coping Skills
- Social Skills/Peer & Adult Relationships
- Family Functioning
- IEP Progress

Treatment Goals		Significant Progress	Some Progress	Minimal Progress	No Change	Regression	Goal Met Date
Goal 1							
	A						
	B						
	C						
Goal 2							
	A						
	B						
	C						

Date

Incident

Details of Significant Incident Reports:

SIRS involving Physical Aggression
 SIRS involving Self-Destructive Behavior
 SIRS involving Threats of Harm to Self or Others

Total Number of SIRS this Quarter:

Significant Incident Reports (SIRs)

Reasons for Level Changes or Patterns noted:

- Maintained Level IV
- Fluctuated between III and IV
- Episodes of Level I or II
- Achieved Level III part of the quarter, but usually on Level I or II
- Did not achieve above Level II

Frequency of Level Changes:

Average Level for the Quarter:

Number of Consecutive Days on Level IV:

Reached Highest Level (IV)? Yes No

Engagement in the Level System

Relevant information regarding Medical Status Reports:

Frequent - several per week Occasional - several per month Few - less than 5 in the quarter

Verifiable medical issues:

Frequent - several per week Occasional - several per month Few - less than 5 in the quarter

Unsubstantiated somatic complaints:

Total Number of Medical Status Reports during Quarter:

Medical Status Reports

Treatment Goals	Goal 3			
	A	B	C	
Significant Progress				
Some Progress				
Minimal Progress				
No Change				
Regression				
Goal Met Date				

Response to Treatment During the Past Quarter

General Program Participation

Steady improvement noted
 No notable change
 Regression noted

Level of Participation in Classes and Groups:

Fully Engaged
 Engaged in classes and groups of interest
 Failure to engage in many classes and groups
 Overall response to staff interventions
 Overall response to the Level System and incentives
 Positive Negative Indifferent
 Positive Negative Indifferent

Primary interventions used successfully: __, __, __, __, __, __, __, __, __, __, __
 Unsuccessful interventions: __, __, __, __, __, __, __, __, __, __, __

Social Skills with Peers and Staff

Steady improvement noted
 No notable change
 Regression noted

Adaptability

Capable of negotiation and compromise
 Able to accept support when change is needed due to change in most settings
 Resistant to change

Emotional Regulation

Generally exhibits calm, stable emotions
 Uses self-soothing techniques
 Frequent loss of emotional control
 Difficulty with emotional regulation
 Loss of points or privileges often results in emotional dysregulation

Oppositional Behavior

Engages in problem-solving when faced with a non-preferred task/activity
 Frequently exhibits anger and aggressive responses to set limits
 Incentives are generally successful in effecting compliance
 Will follow expectations after engaging in self-management activities and/or given time or support.

Peer Relationships

Capable of showing empathy and connects with others
 Remains essentially solitary throughout the day
 Involved with peers outside the program
 Frequently argumentative with and/or dismissive of others
 Often engages in victim-provoke cycles with peers
 Negative peer group leader
 Positive peer group leader
 Susceptible to following peer negativity

Individual Therapy Participation

Steady improvement noted No notable change Regression noted

Level of Participation in Individual Therapy:

- Fully engaged, regular attendance
- Resistant to therapeutic intervention

Family Engagement

Steady improvement noted No notable change Regression noted

Level of Family Engagement:

- Fully engaged, regular attendance
- Regular communication, supports progress on agreed upon treatment plans
- Sporadic attendance, lack of involvement

Therapist's Comments regarding individual therapy and/or family engagement:

Additional Significant Information

Change in residence? Yes No Details:

Significant change in family structure? Yes No Details:

Significant Medication Management information? Yes No Details:

Change in Center Point School staff? Yes No Details:

Important information regarding involvement with other agencies? Yes No

Details:

Graduation or discharge? Yes No Details:

Clinical Assessment

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.

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

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,

Enclosed please find a report on academic achievement and progress toward IEP goals for the youth in your care.

This information has also been reported to their home school district.

If you have any questions about what was written or about the academic curriculum, please do not hesitate to call me at 541-868-0661, ext 327.

Sincerely,

Mary Tagett, M.Ed.
Education Supervisor
Center Point School
541-868-0661 ext. 327

Name Birth date:
 Quarterly Progress Summary
 Date 01, 2014 - Date 02, 2014

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					
Transition						
	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.

Name Birth date:
Quarterly Progress Summary
Date 01, 2014 - Date 02, 2014

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.

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.

Stories from the Sky

Stories from the Sky is an elective social skills development class which explores the myths behind different constellations, as well as prominent scientific and viewing facts about the constellations and their stars. During each class, students learn about constellations and myths from different cultures and are assessed via discussions and their progress towards their final project, a constellation and myth of their own creation. Class includes a physical activity break led by the instructor.

Science

Misunderstood Marine Life

Misunderstood marine life is an elective social skills development class which looks at typically misunderstood animals of the ocean and discusses what the animals are, why they are misunderstood, and how that has affected how humans treat and view them. Each week students study a different group of marine life and highlight information about specific species that includes: taxonomy, habitat and common misconceptions. Students are assessed through worksheets and discussions at the end of each class as well as an end of term project in which they create a physical representation of a chosen animal/species or complete an approved alternate assignment.

History of Flight

History of flight is a required social skills development class in which students are taught about humankind's progression from being land-bound to their travels in space. During each class, students learn about the historical progression of natural and technological flight. Students then demonstrate their understanding of this information by recreating working models that illustrate the principles of aerodynamics discovered and used throughout history. Class includes a physical activity break led by the instructor.

Coding

Coding is an elective social skills development class in which students learn about the history of computers and coding. Through lecture and PowerPoint presentations, students learn about different Java programs and coding languages. Topics discussed include algorithms, functions, loops, variables and scripts. After teacher presentations, students spend the remainder of class working through coding lessons as a group, developing an understanding for problem solving skills within coding, and creating their own coding sequences and applications. Class includes a physical activity break led by the instructor.

Center Point School Architects II

Center Point School Architects II is a required social skills development class that allows students to work on building selected structures and creations. Students work throughout the term to complete their various projects, assess the functionality of their projects, and begin new projects. Students have the option to work cooperatively with other students. Mid-period, students participate in a physical activity break led by the instructor.

Applied/Fine Art

World Music

World Music is a required social skills development class in which students learn about the development of musical styles in various cultures. Students are exposed to traditional and current popular music from all continents and, as a class, the music is analyzed for style, instrumentation, and technique. Students receive instruction in basic components of musical notation including keys, scales, time signature, modes, and dynamics. Students then play music both as a group and individually with a wide variety of musical instruments. Class includes a physical activity break led by the instructor.

Music History

Music History is a required social skills development class in which the evolution of music is discussed through five major time frames including; prehistoric, ancient, eras, traditional (folk), and contemporary. Key points include changes through technological advancement, cultural differences, cross-cultural influence, and global themes. Through lecture and visual aids, students learn about the evolution of styles of music. Mid-period, students participate in a physical activity break led by the instructor. During the second portion of class, 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.

The Masters

The Masters is a required social skills development class that introduces students to prominent composers in the five classical music eras. Students learn the components of the musical styles distinctive to each era. They listen to and evaluate several compositions from specific composers and rate the music based on personal preference. They then create a catalog of information about each of the highlighted composers. Mid-period, students participate in a brief physical activity break led by the instructor. Students spend the remainder of the period engaged in instruction on how to play single or double note arrangements of Ode to Joy by Ludwig van Beethoven and Surprise Symphony by Joseph Haydn.

The Modern Masters

The Modern Masters is a required social skills development class, and a follow-up to The Masters class, that introduces students to prominent contemporary classical composers. Students learn about various composers and create art pieces from composers' silhouettes while listening to and evaluating compositions. Students rate the music based on personal preference. Mid-period, students participate in a brief physical activity break led by the instructor. Students spend the remainder of the period engaged in instruction on how to play single or double note arrangements of etudes for the piano.

Murals of Lane County

Murals of Lane County is a required social skills development class that focuses on the rich tradition of murals in Eugene, Springfield, and their environs. Each class period, students practice analyzing and evaluating murals while learning about the principles and fundamentals of mural painting. They then travel to various murals throughout Lane County to view and discuss their qualities and significance, completing a response worksheet for each piece of art viewed. The course highlights the work and artistic vision of the muralists who participated in the Eugene 20x21 Mural Project but encompasses, as well, the long tradition of mural painting in Lane County.

App Development

App Development is an elective social skill development class in which students learn coding to develop computer applications, such as widgets, surveys, and polls. Through lectures and hands-on learning, students learn about how to use input buttons and titles in Java program applications. Topics include programming, algorithms, and scripts. Students create their own application by the end of the term. Class includes a physical activity break led by the instructor.

The Master Chef

The Master Chef is a required social skills development class in which students learn basic cooking skills to assist in increasing independence in preparing nutritious meals. Students are given instruction on cooking terms and tools, following a recipe, meal planning, and shopping. Students receive hands-on experience in preparing foods for each of the traditional main meals of the day.

Navigators Café

Navigators Café is a required social skills development class in which students learn basic cooking skills to assist in increasing independence in preparing nutritious meals. Students learn about food safety and the importance of ensuring a clean cooking environment. Students prep and cook the traditional meals in the United States' culture.

Mixed Media

Mixed Media is an elective, project-based social skills development class. Students learn about contemporary mixed media artists including their background, art styles and motivations. Students then create their own art, using the styles of the artists they learned about in the first part of class as inspiration. Projects include can art, collages, foil art, paper sculptures, and recycled robot portraits.

Applied/Fine Art (con't)**Fashion Through The Times**

Fashion Through the Times is a required social skills development class in which students learn about different fashion trends throughout different decades. Students study different subcultures and their impact on fashion. Students have the opportunity to create their own clothing design and determine in which decade of fashion it best fits. Class includes a physical activity break led by the instructor.

Solve This!

Solve This! is an elective class that examines a variety of enriching creative activities an individual can engage in with just a piece of paper, a pen or a pencil, and bit of tape or glue here and there. Each class period students learn about various types of puzzles and paper crafts and then choose a type of puzzle or paper craft to work on for the period. Students also have the option of creating their own puzzles. The types of puzzles offered in the class include jigsaw puzzles, crossword puzzles, dot-to-dots, mazes, and Sudoku. Types of paper crafts include origami, paper models, maps, flags, and bookmaking. Class includes a physical activity break led by the instructor.

Solve It Together!

Solve It Together! is an elective social skills development class in which students play different games to solve problems and riddles. Using critical thinking, students work together as a team to analyze clues and hints given by staff to solve the brain teasers. Class includes a physical activity break led by the instructor.

Maximizing Minimalism

Maximizing Minimalism is an elective social skills development class in which students create mixed media art projects utilizing natural and recycled materials. Each week, students explore the artwork of different minimalist artists of the Arte Povera movement and engage in discussion about what makes art personally meaningful and how the meaning of art can vary based on its audience. Each class period students create a project using the chosen medium of the week. Class includes a physical activity break led by the instructor.

Lights, Camera, Action!

Lights, Camera, Action! is an elective social skills development class in which students explore their creativity and self-expression through videos. Using iPads and props, students create pre-approved skits and videos with topics that include advertising and commercials with light humor. Students spend the first half of class acting out different skits chosen by staff. Students then spend the remainder of the period developing ideas for their videos and editing their videos. Class includes a physical activity break led by the instructor.

Indoor Games

Indoor Games is a required social skills development class in which students learn about traditional games of strategy or chance from various cultures, including Uno, Chess, Checkers, Yahtzee, and Bingo. Students identify the factors in the games' process of winning and discuss their history as well as their social context while playing the games. Class includes a physical activity break led by the instructor.

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.

How They Get You

How They Get You is a required social skills development class which assists students in developing an understanding of advertising, marketing, and commerce. Students participate in hands-on projects in which they learn about ways that information is presented to entice or manipulate others and the motivations for doing so. From these projects, students earn currency which they use to participate in a needs-based budgeting simulation based on Maslow's hierarchy. Throughout the term, the students' choices in the game are evaluated as to the effect their budgeting priorities would have on their quality of life. 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 history and significance of the human cultural phenomenon of money. Students learn about how and why money was first developed, what various functions it has had in various societies, what forms it takes, and how it is represented in cultural expression. Students are also introduced to the design elements of coins and bills from a number of different eras and cultures, and then spend time each class designing and creating their own currency. Class includes a physical activity break led by the instructor.

Marketing

Marketing is a required social skills development class that explores marketing and the dynamics of starting a business or taking over existing businesses. Students explore the four principles of marketing: price, product, place and promotion, and learn how these four principles affect a business and businesses around it. Students brainstorm and choose the target audiences for their own perspective business and products. They also create a mock advertisement in which they design a posterboard advertising their business and product to the public. Class includes a brief physical activity break led by the instructor.

Social Studies-History

World Geography

World Geography is a required social skills development class that surveys the continents of the earth and their countries with an emphasis on their significant political, geographic, and environmental features, as well as the major civilizations that have occupied each of them. Each class focuses on a particular continent as understood from a variety of types of maps and delves into the unique features of the people, places, and environments found there. Students choose a country of interest and work each week creating various types of maps of that country including political, topographical, and thematic maps. Class includes a physical activity break led by the instructor.

Coats, Crests, and Castles

Coats, Crests, and Castles is an elective social skills development class which explores life in the Middle Ages in Europe, North Africa, and Western Asia, including both major cultural and political trends as well as details of the everyday life of peasants and nobles. Students read and discuss tales of the significant legendary figures King Arthur and Robin Hood to better examine commonly held beliefs of the era. Weekly activities include creating family crests or coats of arms, designing and making castles, and creating medieval personas with detailed life stories. Class includes a physical activity break led by the instructor.

Heroes

"Heroes" is a required social skill development class in which students study individuals of other cultures who are considered, within their cultures, to be heroes and analyze the ideals and characteristics which qualify such persons as heroes. Students use this information to understand which traits are important to a culture and compare them with the ideals of American society. Mid-period, students participate in a physical activity break. Students then create presentations representing their personal heroes in categories of history, art, science, sports, and other areas of interest.

Social Studies-History (con't)**The Super Seventies**

The Super Seventies is a required social skills development class that surveys the social and cultural history of the United States in the 1970s. Students learn about the major historical events and cultural phenomena which shaped our society in this decade, including the conclusion of the Vietnam War, the birth of the Environmental Movement, and the prevalence of mass media, particularly television and disco. Students spend the second half of each class creating a project with images and facts about a major topic from the era or working on a craft activity inspired by the era. Class includes a physical activity break led by the instructor.

Cities of the World

Cities of the World is a required social skills development class that surveys the development and accomplishments of the largest cities in the world over the last two millennia, beginning with ancient Carthage and ending with modern Tokyo. Students are introduced weekly to the most successful human cities in recorded history, investigating their origins, their rise to prominence, their enduring qualities, and their contributions to the rest of the world. They also learn the various attributes of all great cities, including infrastructure, economic production, culture, sustainability, and quality of life. Students spend time during each class creating their own cities, identifying the pertinent qualities of their city and creating a map or 3D representation of their city. Class includes a physical activity break led by the instructor.

Exploring National Parks

Exploring National Parks is an elective social skills development class that explores National Parks of the United States. Each week, students learn about a new section of American geology through the National Parks in that area. They watch virtual tours, live cams and videos about specific parks as well as learn which geological process formed the land of the park. Classes also include prominent facts about the highlighted parks, activities that can be done, and wildlife that resides in them. Students are assessed via discussion in class and progress towards their final project, designing their own national park or creating a poster board for a specific park of their choice. Class includes a physical activity break led by the instructor.

Sports Through the Times

Sports Through the Times is an elective social skills development class in which students learn about the origin of sports, rules implemented to improve sports, and the overall development of sports and its impact on the world. Students are also introduced to pivotal moments in sports history. Students create their own sport including its rules, equipment, place played, and time of implementation. Class includes a physical activity break led by the instructor.

Maps of Our World

Maps of Our World is a required social skills development class in which students learn the basic elements of geography, including map reading skills, the major characteristics of the seven continents, and the principal features of the state of Oregon. Using traditional maps and atlases, as well as online resources such as Google Maps and National Geographic Maps, students explore and navigate their environments in a widening circumference that includes their city, their state, their country, and their world. Students are assessed with daily map skills activities and trip-planning projects, as well as a final map of Oregon project. Class includes a physical activity break led by the instructor.

Buy and Sell

Buy and Sell is a required social skills development class in which students build upon the foundation of economics. Students identify and research terms that include scarcity, inflation, taxation and international trade. For the first half of the class students engage in a classroom discussion about economic terms they see in their everyday lives. Students then work on worksheets assessing their understanding of these terms. For the second half of class students watch media highlighting how international trade and globalization affect countries' economies. Mid-period, students participate in a physical activity break led by the instructor.

Out and About

Out and About is a required offsite, social skills development group, in which students are introduced to Eugene/Springfield history and culture. Through tours, presentations, and visits to various local resources, students have an opportunity for positive interactions with each other and community members while they develop a better sense of self and cultural connection.

Career-Related Learning

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.

Community Matters - Food for Lane County Youth Farm

Community Matters: Food for Lane County Youth Farm is a required social skills development class that focuses on teaching career-related learning standards. Students prepare for successful vocational transitions by volunteering for Food for Lane County's Youth Farm. Under supervision of a master gardener and Center Point School staff, students perform gardening tasks to grow food for the local food bank. In addition to promoting and encouraging positive work habits, students learn about growing organic produce and giving back to the community. The class provides students with opportunities to begin, or continue, documenting work experience for future employment prospects.

Community Matters – Shelton McMurphey Johnson House

Community Matters -- Shelton McMurphey Johnson House is a required social skills development class that focuses on teaching career-related learning standards. Students prepare for successful vocational transitions by volunteering at the Shelton McMurphey Johnson House to assist in cleaning the facility, groundskeeping, and care and maintenance of the displays and artifacts. The class provides students with opportunities to begin, or continue, documenting work experience for future employment prospects.

Community Matters – Owen Rose Garden

Community Matters – Owen Rose Garden is a required social skills development class that focuses on teaching career-related learning standards. Students prepare for successful vocational transitions by volunteering at the City of Eugene's Owen Rose Garden. Under the supervision of Center Point School staff, students perform gardening tasks to help grow and maintain the over 400 varieties of roses tended by the garden. In addition to promoting and encouraging positive work habits, students learn about various aspects of horticulture and giving back to the community. The class provides students with opportunities to begin, or continue, documenting work experience for future employment prospects.

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 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. 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.

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 Emerald Park Pool.

Outdoor Games

Outdoor Games is a required social skills 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, not on competition. Students are encouraged to use teamwork and to respect one another during play.

Up the River with a Paddle

Up the River with a Paddle is a social skills development class designed to offer students an opportunity to learn about various water boats, such as canoes, kayaks, and stand-up paddle boards. Each week, students learn about and explore various techniques used for the type of boat provided that day with the assistance of staff from Northwest Canoe Tours. The class is held at Alton Baker Park, allowing students to practice their skills on the canoe canal of Eugene.

LOOKING GLASS CENTER POINT SCHOOL
CLASS SYLLABUS

CLASS: Point of You

TERM: Q3 2023-2024

TIME/PLACE: Monday and Tuesday, 9:15 am – 10:50 am, Group Room

MATERIALS/PREPARATION NEEDED: All materials will be provided by the school. Students will use handouts and a pencil.

GENERAL DESCRIPTION: "Point of You" is a required social skills 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 will participate in a Physical Activity Break. Students will 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-plays of social situations, and designing and interpreting social cues through self-presentation.

GOAL/OBJECTIVE: The goal of this course is to explore social skills and self presentation relevant to culture and context.

OREGON STANDARDS: HE.HS.HS.03, HE.HS.HS.04, HE.HS.VS.02, SS.HS.SA.04

EXPECTATIONS/GUIDELINES FOR CREDIT:

1. Students will be expected to attend daily with no more than two times out-of-group whether staff-directed or student-directed personal time.
2. Students are asked to stay on task, and be active in discussions and attentive to teaching and participate in readings.
3. Students will be expected to identify core course terminology and identify concepts presented in the course.

DATES AND SPECIFIC LESSON PLANS FOR EACH CLASS:

Week 1

Today, students were presented with an overview of the course which included the expectations and objectives of the class. As a group, the class read the River Creatures story by Richard Bach and discussed the contrast between personal goals and societal expectations. Students were then presented with a lesson on fairness and spent the final part of the class completing a "Who I Am" worksheet.

Week 2

Today students were presented with information regarding the concept of normal and the bell curve, focusing on understanding standard deviations and outliers with examples. They plotted bell curves using various phenomena including microwave popcorn and sticks in the river. Students then worked on a painting journal for the remainder of the period.

Week 3

Today students were presented with information on ethics with focus on identifying ethical sources. Students worked on a written assignment aimed at helping them identify their personal sets of ethics and then worked on their painting journals for the remainder of the period.

Week 4

Today students participated in a character exercise which contrasted their ideals regarding a list of character traits against their current attitudes and behaviors. Students graphed their character traits creating a visual representation of personal character goals and then worked on their painting journal.

Week 5

Today students learned about self-presentation and context and participated in a discussion regarding context appropriate behaviors. Students then worked on creating illustrations of self-presentation appropriate to various contexts.

Week 6

Today students were presented with information on various social cognitive distortions, and identified social cognitive distortions from several hypothetical situations. Student spent the remaining time in class working on their painting journals.

Week 7

Today students learned strategies for problem solving. Students then worked on their painting journals.

Week 8

Students participated in a lesson on politeness and manners which included cultural variations. Following this, students spent the remainder of the period completing their painting journals.

School Test Coordinator Assurance of Test Security

I have read and understand the 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): 02/29/24

Keep on file at the district office for one year

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

May, 2023

Dear Parents,

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/>

The Oregon Assessments are not related to whether students promote to the next grade; their scores indicate academic performance on the tests they took, but they may not reflect overall academic functioning.

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

Sincerely,

Mary Tagett, M.Ed.
Education Supervisor 868-0661, ext. 327

LOOKING GLASS - CENTER POINT SCHOOL
Monthly Roll Sheet

School District: Bethel
March 2024

Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	ATT	ENR		
	ABE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	ABE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓									14	16	
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓									16	16	
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓									16	16	
	✓	✓	✓	ABU	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓									15	16	
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D/C													11	16	
	✓	✓	✓	ABU	✓	✓	ABU	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	ABE	ABE	✓	✓									12	16	

No School Spring Vacation

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

Center Point School Attendance Mon April 8, 2024

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
						Bethel
						Bethel
						Bethel
						Bethel
						Bethel
						Bethel
						Eugene 4J
						Junction City/ Parents
						S. Lane
						S. Lane
						S. Lane
Fridge Temp:		Lane School: 541-463-8533 Anne: 541-912-2110		4J Contact:		
Freezer Temp:		Anne: Lettkeman_a@4j.lane.edu		Shawn S. Office: 541-790-7658		
Student Kitchen:		Current Meals Total: 11		Cell: 541-601-8245		
Staff Kitchen:						
Att. Call ()						
Monday, April 8, 2024						

TRANSCRIPT

School/District: _____
 Eligibility Re-eval Date: _____
 Annual IEP Review Date: _____

Q3 2023-2024

Name: _____

Grade: _____ / Age/DOB: _____

Date/day	OYO	Math	ELA	Language Workshop	Individual Needs
Week 21	M 2/5				
	T 2/6				
	W 2/7				
	R 2/8				
	F 2/9				
M 2/12	Week 22				
T 2/13					
W 2/14					
R 2/15					
F 2/16					
Week 23	T 2/20				
	W 2/21				
	R 2/22				
	F 2/23				
M 2/26	Week 24				
T 2/27					
W 2/28					
R 2/29					
F 3/1					
Week 25	M 3/4				
	T 3/5				
	W 3/6				
	R 3/7				
	F 3/8				
Clinical Q2 Totals					
M 3/11	Week 26				
T 3/12					
W 3/13					
R 3/14					
F 3/15					
Week 27	M 3/18				
	T 3/19				
	W 3/20				
	R 3/21				
	F 3/22				
T 4/2	Week 28				
W 4/3					
R 4/4					
F 4/5					
Week 29	M 4/8				
	T 4/9				
	W 4/10				
	R 4/11				
	F 4/12				
Totals					



Looking Glass

Youth & Family Services

Center Point School

CREDIT HOURS EARNED

DATE:

Looking Glass Programs

Counseling Services

- Counseling Program
- Adolescent Recovery Program
- Crisis Response Program

Runaway & Homeless Services

- Station 7 Program
- New Roads Program

Education & Vocational Services

- Riverfront School & Career Center
- Center Point School
- New Roads School

Residential Services

- Evaluation & Treatment Center
- Pathways Program
- Stepping Stone Program

NAME:

DATES OF ENROLLMENT:

YEAR/TERM of transcript: fall and winter 2022-2023

- 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

FIRST SEMESTER, 2022-2023 SCHOOL YEAR (GRADE *)

DATES CREDIT HOURS WERE EARNED: 9/7/22-1/28/23

CREDIT HOURS EARNED:

^MATH^ (level):

SCIENCE:

^ENGLISH^:

APPLIED ART:

GOVERNMENT:

WORLD STUDIES:

SOCIAL STUDIES:

^MATH^ and ^ENGLISH were modified courses

PHYSICAL EDUCATION:

WORK EXPERIENCE:

HEALTH(family life):

HEALTH(wellness):

PERSONAL FINANCE:

U.S. HISTORY:

STUDY SKILLS:

SECOND SEMESTER, 2022-2023 SCHOOL YEAR (GRADE *)

DATES CREDIT HOURS WERE EARNED: 1/30/23-6/1/23

CREDIT HOURS EARNED:

^MATH^ (level):

SCIENCE:

^ENGLISH^:

APPLIED ART:

GOVERNMENT:

WORLD STUDIES:

SOCIAL STUDIES:

^MATH^ and ^ENGLISH were modified courses

PHYSICAL EDUCATION:

WORK EXPERIENCE:

HEALTH(family life):

HEALTH(wellness):

PERSONAL FINANCE:

U.S. HISTORY:

STUDY SKILLS:



A United Way Agency

Center Point School

1790 W. 11th Ave.

Suite A

Eugene, OR 97402

Phone: (541) 868-0661

Fax: (541) 868-0660

CREDIT HOURS EARNED

FIRST SEMESTER, 2023-2024 SCHOOL YEAR (GRADE *)
DATES CREDIT HOURS WERE EARNED: 9/6/23-2/2/24

CREDIT HOURS EARNED:

^MATH^ (level):	PHYSICAL EDUCATION:
SCIENCE:	WORK EXPERIENCE:
^ENGLISH^:	HEALTH(family life):
APPLIED ART:	HEALTH(wellness):
GOVERNMENT:	PERSONAL FINANCE:
WORLD STUDIES:	U.S. HISTORY:
SOCIAL STUDIES:	STUDY SKILLS:
^MATH^ and ^ENGLISH were modified courses	

CAREER RELATED LEARNING STANDARDS:

Community service/work experience:

October 2022- March 2023: Springfield Museum (* hours)
April 2023: Shelton-McMurphey Johnson House (* hours)

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



Looking Glass

Youth & Family Services

Center Point School

CREDIT HOURS EARNED

DATE:

Looking Glass Programs

Counseling Services

- Counseling Program
- Adolescent Recovery Program
- Crisis Response Program

Runaway & Homeless Services

- Station 7 Program
- New Roads Program

Education & Vocational Services

- Riverfront School & Career Center
- Center Point School
- New Roads School

Residential Services

- Evaluation & Treatment Center
- Pathways Program
- Stepping Stone Program

NAME:

DATES OF ENROLLMENT:

YEAR/TERM of transcript: fall and winter 2022-2023; fall 2023-2024

- 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

FIRST SEMESTER, 2022-2023 SCHOOL YEAR (GRADE *)

DATES CREDIT HOURS WERE EARNED: 9/7/22-1/28/23

CREDIT HOURS EARNED:

MATH (level):

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:

SECOND SEMESTER, 2022-2023 SCHOOL YEAR (GRADE *)

DATES CREDIT HOURS WERE EARNED: 1/30/23-6/15/23

CREDIT HOURS EARNED:

MATH (level):

SCIENCE:

ENGLISH:

APPLIED ART:

GOVERNMENT:

WORLD STUDIES:

SOCIAL STUDIES:

PHYSICAL EDUCATION:

WORK EXPERIENCE:

HEALTH(family life):

HEALTH(wellness):

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U.S. HISTORY:

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CREDIT HOURS EARNED

FIRST SEMESTER, 2023-2024 SCHOOL YEAR (GRADE *)

DATES CREDIT HOURS WERE EARNED: 9/6/23-2/2/24

CREDIT HOURS EARNED:

MATH (level):

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:

CAREER RELATED LEARNING STANDARDS:

Community service/work experience:

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

Discrimination Free Zone

Center Point School is proud to be a Discrimination Free Zone (DFZ). This means that we respect the diversity and differences in people, and take care to ensure that everyone in the program feels safe. We do not tolerate comments, gestures, or behavior of any kind that puts down or makes fun of someone because of their gender, ethnicity, sexual orientation, age, appearance, socio-economic status, or other characteristic. You will learn about diversity and difference in the program, and will receive consequences if you have trouble respecting our DFZ policy.

We, the community of Looking Glass Center Point School, respect differences and honor the diversity of all people.

Our statements, symbols, and actions will promote inclusion and a safe environment.

While we all have rights, freedoms, and beliefs, expressing them does not extend to hurting or harming others.

Discrimination and prejudice will not be tolerated; measures will be taken to confront hurtful and harmful behaviors, actions, and speech.

We accept individuals as they are and will not judge people by stereotypes such as those based on:

- Ethnicity/Race
- Religion
- Gender Identity and expression
- Culture
- Language
- Background/Personal history
- Age
- Sexual orientation
- Outward appearance
- Physical or mental ability
- Financial or social status

Attendance



Attendance is mandatory. If you are not here we cannot help you reach your goals. If you skip class/group, or if your absence is unexcused, you will earn consequences which may include loss of level and making up missed assignments. These consequences will vary dependent on how much time you miss, among other things.

You need to be present and ready to begin school when focus groups are called at 9:00 a.m. You are considered on time when you are inside the building. Once you are dropped off you need to enter the building immediately; you will earn consequences if this does not occur.



Our school is a Discrimination Free Zone (DFZ)

We, the community of Looking Glass Center Point School, respect differences and honor the diversity of all people.

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- ◆ *Ethnicity/Race*
- ◆ *Religion*
- ◆ *Gender identity and expression*
- ◆ *Culture*
- ◆ *Language*
- ◆ *Background/Personal history*
- ◆ *Age*
- ◆ *Sexual orientation*
- ◆ *Outward appearance*
- ◆ *Physical or mental ability*
- ◆ *Financial or social status*

This school welcomes all, embraces each, supports everyone and hopes that you find yourself better for having been here.

- Author Unknown -

Looking Glass Center Point School Staff Certification Roster

Name	Title	Qualification Basis	Current Certification Date	Expiration Date	Criminal Records Check Sequence Number
Lynda Whitener	Program Director	M.S., M.S. QMHP Certified Teacher: Social Studies, Physical Education & Special Education: Generalist	12/14/21	01/18/27	License #10481817
Mary Tagett	Education Supervisor	M.Ed. QMHP Certified Teacher: Language Arts and Handicapped Learner	05/31/23	08/20/28	License #1025267
Kenneth Downing	Social Skills Teacher	B.S. QMHA Intensive Behavioral Intervention Therapist Certification			ODE#007000091
Christopher Gordon	Educational and Behavioral Specialist	B.A. QMHA			ODE#00723654
Shariff Youngblood	Educational and Behavioral Specialist	B.S.			ODE#E10912561
Andrea Fadich	Educational and Behavioral Specialist	A.A.			ODE#E17156677
Kyra Agnew	Educational and Behavioral Specialist	B.A.			ODE#E17452750

Private Alternative Education Program or School
Registration Application or Renewal
School Year 2024-2025

Name	Title	Qualification Basis	Current Certification Date	Expiration Date	Criminal Records Check Sequence Number
Kimberly Metheny	Therapist	M.S.W.			ODE#E10020538
Randi Funke	Secretary III	B.A.			ODE#E12360291

QMHP: Qualified Mental Health Professional

QMHA: Qualified Mental Health Associate

Looking Glass Mission and Values Statements

MISSION: Build a better future for youth and families by helping them navigate the challenges of childhood, adolescence and young adulthood.

VALUES that Looking Glass is dedicated to and that it expects employees to role model in all their work-related interactions include:

- Providing quality services to all of our clients, regardless of their age, gender, race, color, religion, creed, political beliefs, national origin, ancestry, sexual orientation, marital status, mental or physical disabilities, or ability to pay;
- Showing sensitivity and caring;
- Being accountable and responsive; and
- Pursuing professional excellence and offering a fulfilling work experience and professional development for our staff.

Ethical Conduct

Looking Glass service delivery is characterized by integrity in decision-making, freedom of choice for persons served, and the priority of professional responsibilities over personal interests.

Cultural Competency

Looking Glass is committed to the pursuit of cultural competency:

The ability of individuals and systems to respond respectfully and effectively to people of all cultures, classes, races, ethnic backgrounds, religions, sexual orientations, genders, and abilities in a manner that recognizes, affirms, and values the worth of individuals, families, and their communities and protects and preserves the dignity of each.

Center Point School Philosophy

Center Point School's philosophy holds that the psychological requirements for emotional well-being, social acceptance in a peer group and academic success are closely related. For youth with emotional disturbance, psychotherapy and social skills teaching are particularly effective when provided in a school setting with a focus on learning. Overcoming emotional barriers to learning improves academic success, a readily accepted goal by students and their families. School provides a normative environment for the critical adolescent developmental tasks of building peer relationships and learning appropriate social skills.

