



# Oregon

Kate Brown, Governor



**OREGON**  
**DEPARTMENT OF**  
**EDUCATION**

*Oregon achieves... together!*

**Colt Gill**

Director, Oregon Department of Education

June 9, 2022

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

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for the Looking Glass Center Point School to be registered as a private alternative education program for 2022-2023 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 2022-2023 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by visiting the [Institution Identification web page](#). School district boards are required to adopt policies and procedures for contracting with private alternative programs. Those policies and procedures must include provisions for:

- The annual approval of each program;
- The annual evaluation of each program; and
- The placements of students in the program.

A registered private alternative program must be in compliance with ORS 336.631, ORS 336.635, ORS 336.337, OAR 581-021-0045, OAR 581-021-0072, or the Standards for Private Alternative Programs. Those found not to be in compliance will be removed from the ODE list of registered private alternative programs and will not be eligible to receive public school funds through contracts with school districts.

Please direct questions to Annie Marges at [annie.marges@ode.oregon.gov](mailto:annie.marges@ode.oregon.gov).

Sincerely,



**Looking Glass Center Point School  
Fiscal Year Income and Expenditures  
7/1/2021 - 3/31/2022 YTD**

<b>Source</b>	<b>Total Revenue 7/1/2022 - 1/31/2023</b>
School District Fees	\$ 419,001.00
Misc. Income & Donations	\$ 4,922.00
<b>TOTAL REVENUE</b>	<b>\$ 423,923.00</b>
<b>Item</b>	<b>Total Expenditures 7/1/2022 - 1/31/2023</b>
Employee Expense	\$ 292,037.00
Contracted Services	\$ 5,384.00
Office Expenses	\$ 10,747.00
Operations	\$ 7,262.00
Facilities and Equipment	\$ 14,992.00
Travel and Education	\$ 258.00
Client Services	\$ 9,024.00
Indirect Charge (LG Admin) and Mortgage Expenses	\$ 61,987.00
<b>TOTAL EXPENDITURES</b>	<b>\$ 401,691.00</b>
Net Income	\$ 22,232.00
Note: Employee expenses less than projected due to staff shortages, ranging from 20%-30% since July 2022. Revenue less than projected due to reduced census, a direct result of staff shortages.	



## Lynda Whitener

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**From:** RAY RaeAnn \* ODE <RaeAnn.Ray@ode.oregon.gov>  
**Sent:** Wednesday, September 07, 2022 10:38 AM  
**To:** Lynda Whitener  
**Subject:** [EXTERNAL] RE: Special Education Application

**CAUTION: This email originated from outside of the organization.**

Hello again,

I thought that might be the case.

On the special education side, there is no issue about using the same documents when we have an overlapping requirement rather than making you resubmit. I'll check with my colleague Annie.

Rae Ann

Rae Ann Ray, M.A. (she, her)  
IDEA General Supervision Systems Specialist  
Resource Management and Operations | Office of Enhancing Student Opportunities  
Phone: 503-947-5722 | Cell 503-580-8516  
[Raeann.ray@ode.oregon.gov](mailto:Raeann.ray@ode.oregon.gov) | [www.oregon.gov/ode](http://www.oregon.gov/ode)

**From:** Lynda Whitener <lynda.whitener@lookingglass.us>  
**Sent:** Wednesday, September 7, 2022 10:13 AM  
**To:** RAY RaeAnn \* ODE <RaeAnn.Ray@ode.oregon.gov>  
**Subject:** RE: Special Education Application

Hi Rae Ann –

- 1) This is from a slide show at an August 10th private alt ed meeting (yes, Center Point School is registered with ODE as a private alternative education school).

What requirements apply to private schools?

- 13 OAR 333-019-0010 Disease related school, child care, and worksite restrictions: Imposition of restrictions
- OAR 333-019-1030 COVID-19 Vaccination Requirements for Teachers and School Staff Oregon Occupational Health and Safety rules also apply (See OR OSHA)

Recommended OAR 581-022-2220 Health Services • School administrators should plan for and maintain health care and space that is appropriately supervised and adequately equipped for providing first aid, and isolates the sick or injured student. • Communicable disease control and prevention.

And this is from the May 11, 2022 Private School Office Hour Summary:

**Private Schools are not required to have a School-Level COVID-19 Management Plan or to submit Assurances.**

- 2) Also, several of the documents on your list are the same that I submitted for the private school app (including assurances) including the staff roster, the inspections, etc. I am assuming I still need to send them to you...am I sending all of this to you after I compile them?

Thanks Rae Ann.

Lynda J. Whitener  
Looking Glass Center Point School  
Program Director  
*she/her/hers*



People take different roads seeking fulfillment and happiness.  
Just because they're not on your road does not mean they are lost.  
Dalai Lama

**From:** RAY RaeAnn \* ODE <RaeAnn.Ray@ode.oregon.gov>  
**Sent:** Wednesday, September 07, 2022 9:38 AM  
**To:** Lynda Whitener <lynda.whitener@lookingglass.us>  
**Subject:** [EXTERNAL] RE: Special Education Application

**CAUTION:** This email originated from outside of the organization.

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Can you send me that information? That could be true if your work includes being a private alternative school.

The role you play for special education is as a public education placement option – students need to be placed there by their home school district IEP team, so it's always challenging to negotiate your multiple roles.

With appreciation,  
Rae Ann

Rae Ann Ray, M.A. (she, her)  
IDEA General Supervision Systems Specialist  
Resource Management and Operations | Office of Enhancing Student Opportunities  
Phone: 503-947-5722 | Cell 503-580-8516  
[Raeann.ray@ode.oregon.gov](mailto:Raeann.ray@ode.oregon.gov) | [www.oregon.gov/ode](http://www.oregon.gov/ode)

**From:** Lynda Whitener <lynda.whitener@lookingglass.us>  
**Sent:** Wednesday, September 7, 2022 9:34 AM  
**To:** RAY RaeAnn \* ODE <RaeAnn.Ray@ode.oregon.gov>  
**Subject:** RE: Special Education Application

Good Morning –  
I will begin putting these together.

An FYI: ODE allows private schools to have their own COVID 19 protocols, which we no longer need to submit.

Thanks Rae Ann.  
Lynda

Lynda J. Whitener  
Looking Glass Center Point School  
Program Director  
*she/her/hers*



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Dalai Lama

**From:** RAY RaeAnn \* ODE <RaeAnn.Ray@ode.oregon.gov>  
**Sent:** Wednesday, September 07, 2022 9:29 AM  
**To:** Lynda Whitener <lynda.whitener@lookingglass.us>  
**Subject:** [EXTERNAL] RE: Special Education Application

**CAUTION:** This email originated from outside of the organization.

Good morning Lynda,  
Yes, I think I can help.

Our previous electronic format is off-line, but I will e-mail you replacement information. In the meantime, these are the areas to review and collect for submission:

Each year a previously approved program needs to –

- 1) Collect its fire inspection and county health inspection updates and verification of corrections (if any were needed)
- 2) Send the updated insurance coverage (The policy with last year's application expired on 7/1/2022. )
- 3) Update staff contacts
- 4) Review the assurance statements and, if you can continue to make the assurances, sign the statement.

5) For the COVID-19 health and safety planning assurance:

Find the school district in which your program is located by following the steps at this link.

<https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Planning-for-the-2022-23-School-Year.aspx#district>

Best regards,  
Rae Ann

Rae Ann Ray, M.A. (she, her)  
IDEA General Supervision Systems Specialist  
Resource Management and Operations | Office of Enhancing Student Opportunities  
Phone: 503-947-5722 | Cell 503-580-8516  
[Raeann.ray@ode.oregon.gov](mailto:Raeann.ray@ode.oregon.gov) | [www.oregon.gov/ode](http://www.oregon.gov/ode)

**From:** Lynda Whitener <[lynda.whitener@lookingglass.us](mailto:lynda.whitener@lookingglass.us)>  
**Sent:** Wednesday, September 7, 2022 6:33 AM  
**To:** RAY RaeAnn \* ODE <[RaeAnn.Ray@ode.oregon.gov](mailto:RaeAnn.Ray@ode.oregon.gov)>  
**Subject:** Special Education Application

Hello Rae Ann –

I have not received the application to provide special education services and today is the first day of the school year; I also looked on the website but was unable to find it. Can you help?

Lynda

Lynda J. Whitener  
Looking Glass Center Point School  
Program Director  
*she/her/hers*



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Dalai Lama

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## Lynda Whitener

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**From:** RAY RaeAnn \* ODE <RaeAnn.Ray@ode.oregon.gov>  
**Sent:** Friday, September 09, 2022 9:01 AM  
**To:** Lynda Whitener  
**Subject:** [EXTERNAL] RE: SPED Documents

**CAUTION: This email originated from outside of the organization.**

I'll modify the letter.

I think the change in the application content OESO would make this year is to ask the renewals (and new) to list the COVID or other state health requirements or mandates they follow.

With appreciation,  
Rae Ann

Rae Ann Ray, M.A. (she, her)  
IDEA General Supervision Systems Specialist  
Resource Management and Operations | Office of Enhancing Student Opportunities  
Phone: 503-947-5722 | Cell 503-580-8516  
[Raeann.ray@ode.oregon.gov](mailto:Raeann.ray@ode.oregon.gov) | [www.oregon.gov/ode](http://www.oregon.gov/ode)

**From:** Lynda Whitener <lynda.whitener@lookingglass.us>  
**Sent:** Friday, September 9, 2022 8:22 AM  
**To:** RAY RaeAnn \* ODE <RaeAnn.Ray@ode.oregon.gov>  
**Subject:** RE: SPED Documents

Hi again –

I just realized that last year's letter has all that stuff about COVID – not sure if it is relevant for this year.  
Lynda

Lynda J. Whitener  
Looking Glass Center Point School  
Program Director  
*she/her/hers*



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Dalai Lama

**From:** Lynda Whitener  
**Sent:** Friday, September 09, 2022 8:21 AM

**To:** RAY RaeAnn \* ODE <[RaeAnn.Ray@ode.oregon.gov](mailto:RaeAnn.Ray@ode.oregon.gov)>  
**Subject:** RE: SPED Documents

Nice talking with you Rae Ann!!

Okay, attached is last year's letter. Hope it helps.  
Lynda

Lynda J. Whitener  
Looking Glass Center Point School  
Program Director  
*she/her/hers*



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Dalai Lama

**From:** RAY RaeAnn \* ODE <[RaeAnn.Ray@ode.oregon.gov](mailto:RaeAnn.Ray@ode.oregon.gov)>  
**Sent:** Friday, September 09, 2022 8:09 AM  
**To:** Lynda Whitener <[lynda.whitener@lookingglass.us](mailto:lynda.whitener@lookingglass.us)>  
**Subject:** [EXTERNAL] RE: SPED Documents

**CAUTION:** This email originated from outside of the organization.

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Good morning,  
Thank you. Is there a way to reach you by phone?  
Rae Ann

Rae Ann Ray, M.A. (she, her)  
IDEA General Supervision Systems Specialist  
Resource Management and Operations | Office of Enhancing Student Opportunities  
Phone: 503-947-5722 | Cell 503-580-8516  
[Raeann.ray@ode.oregon.gov](mailto:Raeann.ray@ode.oregon.gov) | [www.oregon.gov/ode](http://www.oregon.gov/ode)

**From:** Lynda Whitener <[lynda.whitener@lookingglass.us](mailto:lynda.whitener@lookingglass.us)>  
**Sent:** Friday, September 9, 2022 6:16 AM  
**To:** RAY RaeAnn \* ODE <[RaeAnn.Ray@ode.oregon.gov](mailto:RaeAnn.Ray@ode.oregon.gov)>  
**Subject:** RE: SPED Documents

Hi Rae Ann –  
I put together these from the list you emailed me on Tuesday.  
Lynda

Lynda J. Whitener

Looking Glass Center Point School  
Program Director  
*she/her/hers*



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Dalai Lama

**From:** RAY RaeAnn \* ODE <[RaeAnn.Ray@ode.oregon.gov](mailto:RaeAnn.Ray@ode.oregon.gov)>  
**Sent:** Thursday, September 08, 2022 11:46 PM  
**To:** Lynda Whitener <[lynda.whitener@lookingglass.us](mailto:lynda.whitener@lookingglass.us)>  
**Subject:** [EXTERNAL] RE: SPED Documents

**CAUTION:** This email originated from outside of the organization.

Good evening.

Thank you. This is very helpful.

I only saw last year's application document from the ODE view of the screens - not the recipient's view. Is this how it looked on your side, or did you create this from the list of items that are also duplicated for private alt ed?

Best always,  
Rae Ann

Rae Ann Ray, M.A. (she, her)  
IDEA General Supervision Systems Specialist  
Resource Management and Operations | Office of Enhancing Student Opportunities  
Phone: 503-947-5722 | Cell 503-580-8516  
[Raeann.ray@ode.oregon.gov](mailto:Raeann.ray@ode.oregon.gov) | [www.oregon.gov/ode](http://www.oregon.gov/ode)

**From:** Lynda Whitener <[lynda.whitener@lookingglass.us](mailto:lynda.whitener@lookingglass.us)>  
**Sent:** Thursday, September 8, 2022 1:54 PM  
**To:** RAY RaeAnn \* ODE <[RaeAnn.Ray@ode.oregon.gov](mailto:RaeAnn.Ray@ode.oregon.gov)>  
**Subject:** SPED Documents

Hi Rae Ann –

I wanted to send along those documents even though some are duplicated because I really need an approval letter as ours expired in August 2022 and, of course, school has already started. If a district asks to see it before releasing funds this will be an issue.

Thank you for any continued help you can provide.

Lynda

Lynda J. Whitener  
Looking Glass Center Point School  
Program Director  
*she/her/hers*



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**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: \_\_\_\_\_

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

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

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

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

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

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

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

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

Eugene 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: \_\_\_\_\_

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

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

Eugene 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.



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



A United Way Agency

\_\_\_\_\_  
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



### Statement of Assurances - Division 22 and Division 21

The applicant private alternative education program/school assures the following consistent with OAR 581-022-2505, OAR 581-021-0072, 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	The school has on file a written statement of its philosophy, goals and objectives - submit philosophy/mission statement with application.
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	The program complies with the IEP for each student who is eligible to receive special education services
Yes	Emergency plans and safety programs. <i>OAR 581-022-2225</i>
Yes	An asbestos management plan. <i>OAR 581-022-2230</i>
Yes	Communicable disease control. <i>OAR 581-022-2220</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, OAR 437-002-1030</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).

Private Alternative Education Program or School  
Registration Application or Renewal  
School Year 2023-2024

Y/N	Please indicate YES or NO in front of each statement:
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>
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>OR 581-022-2260</i>
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). <i>ORS 345.535 (3)</i>
Yes	Courses are taught for a period of time equivalent to that required for children attending public schools. 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.



### Additional Considerations

While not required by statute or rule, these items should be considered as part of a high-quality educational experience for students. *Insert yes or no in front of each statement:*

Y/N	Please indicate YES or NO in front of each statement:
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	The teacher/student ratio is such that it will ensure an effective educational program as required by the Program of Studies. <b>Give ratio of teacher/students <u>1 : 5</u></b>
Yes	The school provides an adequate system of student progress records
N/A	Student permanent records are maintained in a fire safe location. <b>Student permanent records are maintained by the home school district of each enrolled student.</b>
Yes	Student progress records are transferred promptly to another educational institution upon receipt of notice of enrollment.
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	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.
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. <b>If transportation is not provided, please insert "N/A".</b>
	If any pupils are transported by school buses, all students have received instructions on bus safety and have had training in bus evacuation drills. <b>Transportation to and from school is provided by the home school districts and/or parent/guardians.</b>

### References to Relevant OARs and ORSs

Oregon Revised Statutes (ORS); Oregon Administrative Rules (OAR)



Private Alternative Education Program or School  
Registration Application or Renewal  
School Year 2023-2024

**EDUCATIONAL 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/ Alternative Document \_\_\_\_\_  
 Anticipated Graduation Date: \_\_\_\_\_ 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	
		Date	Staff
_____	Determining Needs	_____	_____
_____	Interest Inventory	_____	_____
_____	Assessing Multiple Intelligences	_____	_____
_____	This Is How I See Myself	_____	_____
_____	What's My Bag?	_____	_____
_____	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
<b>Independent Living</b>		<b>Community Involvement/Leisure</b>	
_____	Independent Living Assessment Form	_____	Survey of Indoor and Outdoor Recreational Activities
_____	Other _____	_____	Recreation and Leisure Survey
_____		_____	
_____		_____	



Private Alternative Education Program or School  
Registration Application or Renewal  
School Year 2023-2024

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/Alternative Document  
Anticipated Graduation Date: \_\_\_\_\_  
Upon enrollment, Initial Grade Level Equivalent for core areas:  
\_\_\_\_\_ Math \_\_\_\_\_ Reading \_\_\_\_\_ Writing (attach writing sample)

Academic Standards Identify when these standards were attained, and to what level

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

Language Arts: 3 credits _____	Mathematics: 2 credits _____
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



## Center Point School Quarterly Progress Summary

**Student:**

**Date of Birth:**

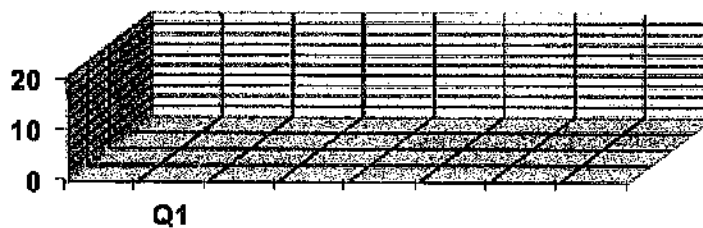
**Dates:**

**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							

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

## Medical Status Reports

### Total Number of Medical Status Reports during Quarter:

#### Unsubstantiated somatic complaints:

☐ 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

### Relevant information regarding Medical Status Reports:

## Engagement in the Level System

Reached Highest Level (IV)?    Yes ☐ No ☐

### Number of Consecutive Days on Level IV:

### Average Level for the Quarter:

### Frequency of Level Changes:

- ☐ 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

### Reasons for Level Changes or Patterns noted:

## Significant Incident Reports (SIRs)

### Total Number of SIRs this Quarter:

SIRs Involving Physical Aggression

SIR's Involving Self-Destructive Behavior

SIRs Involving Threats of Harm to Self or Others

### Details of Significant Incident Reports:

Date

Incident



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

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## 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

#### Response to Treatment in the Milieu

Overall response to staff interventions

- ☐ Positive ☐ Negative ☐ Indifferent

Overall response to the Level System and Incentives

- ☐ 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 unsettled due to change  
☐ Resistant to change in most settings

#### Emotional Regulation

- ☐ Generally exhibits calm, stable emotions  
☐ Uses self-soothing techniques  
☐ Frequent loss of emotional control  
☐ Difficulty with emotional regulation interferes with participation  
☐ 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**

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

<b>Progress With Paid Work Experience:</b> 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:
<input type="checkbox"/> Tasks were completed without problems <input type="checkbox"/> 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.

### **Folktales of the World**

Folktales of the World is a required social skills development class that presents major figures and themes in folklore from around the world through written, audio, and video media. Students are introduced to the subject of folklore itself, how it develops from both historical and mythical material, and how it functions within society. Individual classes focus on folktales from particular regions of the world with an emphasis on the cultural considerations that each folktale embodies. Students create their own folktales or their own versions of existing folktales weekly based on the themes and subjects of the folktales read in class that day, incorporating written and visual material based on individual preferences. Class includes a physical activity break led by the instructor.

## **Science**

### **Weather or Not**

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

### **Dig It**

Dig It is a required social skills development class in which students learn about cultures and civilizations of the past by studying archeological techniques as applied at various significant famous archeological sites. Students study the methods by which sites, finds, and artifacts are dated. Mid-period, students participate in a physical activity break led by the instructor. They then practice these methods through the excavation of a simulated dig site in a bucket, cataloging and reassembling artifacts that they find and developing hypotheses about the type of culture represented by their findings. Students are assessed for direct comprehension as well as the ability to interpret the information presented and through their handling of their simulated excavation.

### **Creation Zone**

Creation Zone is required social skills development class which introduces student to mechanical engineering by giving students the freedom to build things they find interesting. Staff instruct students on the basic steps of how to build and design various structures. Students are then tasked with making buildings and other mechanical structures like cars, trucks and helicopters using Knex Sets and Lego. Mid-period, students participate in a physical activity break led by the instructor.

### **Code Next Door**

Code Next Door is a 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 and develop an understanding for problem solving skills and coding. Students create their own coding sequence by the end of the term. Class includes a physical activity break led by the instructor.

#### **Creature Feature**

Creature Feature is a required social skills development class that explores various unique, rare animals and their habitats. Students study these animals in the context of popular trading card games like Pokémon and Yu-Gi-Oh and discuss how real-life creatures inspired components of these games. Students also create their own signature creature or animal species, and trading cards based off the creatures they create. Class includes 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.

#### **Puzzles and Paper Crafts**

Puzzles and Paper Crafts is a social skills development class that surveys a variety of enriching creative activities one 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 the origin and history of various types of puzzles and paper crafts and then choose a type of puzzle or paper craft to work on for the period. Types of puzzles offered in the class include jigsaw puzzles, crossword puzzles, dot-to-dots, mazes, and cryptograms. Types of paper crafts include origami, paper models, maps, flags, and bookmaking. Class includes a physical activity break led by the instructor.

#### **Puzzles and Paper Crafts II**



**Puzzles and Paper Crafts II** is an elective class that surveys a variety of enriching creative activities one 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. They also have the option of creating their own puzzles. 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, and flags. Class includes a physical activity break led by the instructor.

#### **The Text of Fabric**

**The Text of Fabric** is an elective, project-based, social skills development class in which students learn how to use different types of fabric in innovative ways while exploring the stories behind each fabric. Each class has a "Fabric of the Week" as its theme. Students explore the history, creation, application, and societal implications of the chosen fabric with an emphasis on its representation in pop culture and media. In addition, students create a no-sew project that incorporates the Fabric of the Week. Highlighted fabrics include cotton, linen, wool, silk, and spandex/nylon and fleece. Projects include t-shirt bags, pencil pouches, bookmarks, personal flags, mouse pads, sock monkeys, costumes, fleece hats, and ornaments. The class also includes basic sewing machine instruction as students use their new skills to create a collaborative, final project. Class includes a physical activity break led by the instructor.

#### **Lights Camera Action!**

**Lights Camera Action** is an elective social skills development class where students explore their creativity and self-expression through videos. Using iPads and props, students create pre-approved videos with topics that include advertising and commercials with light humor. Students spend the first half of class developing ideas for their videos and collecting needed materials. Students then spend the remainder of the period making 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.

#### **Stretch and Sketch**

**Stretch and Sketch** is an elective social skills development class composed of two parts. The first part of the class entails students engaging in gentle stretching exercises to the best of their ability. For the second part of the class, students use computers to create 3D models using the SketchUp program.

### ***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 Latium 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 Latium Game. Class includes a physical activity break led by the instructor.

## **Our Business**

**Our Business** is a required social skills development class in which students build upon the foundation of marketing. Through the use of a computer software system called "Knowledge Matters," students run a business together. Students are asked to make decisions for the business, such as determining the number of employees they need every day. The first half of class consists of students working independently to complete worksheets detailing the sales, revenue and profit of the business for the week. Mid-period, students participate in a physical activity break led by the instructor. During the second half of class, students run the simulation in hopes of creating a positive profit for the week. Students are able to address and change their business sales as they run the simulation.

## **Marketing 2**

**Marketing 2** is a required social skills development class in which students build upon the foundation of marketing by exploring different job markets across various businesses. Through the use of visual aids and classroom discussion, students are asked to hire employees for their perspective businesses and use critical thinking skills to manage their employees. The first half of class consists of videos and PowerPoint presentations detailing different applicants and the skills they could bring to different businesses. Mid-period, students participate in a physical activity break led by the instructor. During the second half of class, students work independently to complete worksheets detailing different scenarios affecting their businesses and week to week budgeting.

## **Social Studies-History**

### **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.

### **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 are assessed daily with multiple choice worksheets on class subjects and written responses to iconic photographs from the decade. Class includes a physical activity break led by the instructor.

### **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 are assessed daily with multiple choice worksheets on class subjects, and written responses to iconic photographs from the decade. Class includes a physical activity break led by the instructor.

### **The Notorious Nineties**

**The Notorious Nineties** is a required social skills development class that surveys the social and cultural history of the United States in the 1990s. Students learn about the major historical events and cultural phenomena of the decade that shaped our society, including the end of the Cold War and the rise of the World Wide Web and internet culture, as well the music and film of the era. Students are assessed by completing daily worksheets on class subjects and by conducting guided research on an important person, event, or phenomenon from the period. 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.

### **Changing of the Times**

**Changing of the Times** is an elective social skills development class in which students research changes in media and how they are portrayed to the public. Students identify and discuss children's television shows and the changes in content that have occurred over the years. For the first half of class students watch clips from popular shows that include Arthur and Sesame Street from two different decades. Students then discuss the changes in the two different clips. In the second half of class students work together to answer critical thinking questions about the media. 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.

## **Movies**

**Movies** is a required social skills development class in which students travel off-site to watch movies at a local theater. Students learn social skills by practicing socially appropriate behaviors in public settings and by engaging in discussions of the movies watched. Topics include relationships, personal values, coping skills, and decision making.

## **Career-Related Learning**

### **Community Matters – St. Vincent de Paul**

**Community Matters St. Vincent de Paul** is a required social skills development class that focuses on teaching career-related learning standards. Students prepare for successful vocational transitions by volunteering to assist St. Vincent de Paul's staff in maintaining a clean and functional store. Students' duties include, but are not limited to, groundskeeping, cleaning furniture, organizing merchandise, and stocking store shelves.

### **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.

## **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.

#### Trails 101

Trails 101 is an elective, fieldtrip based social skills development class. Students discuss the different principles of trail maintenance, management, and what it is like to be on a trail crew and work outdoors. They then explore a local trail as a group and discuss their observations. Students also learn about the different land management agencies in the area and local plants and animals they might see on the trail.

#### 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.

#### Stretch and Sketch

Stretch and Sketch is an elective social skills development class composed of two parts. The first part of the class entails students engaging in gentle stretching exercises to the best of their ability. For the second part of the class, students use computers to create 3D models using the SketchUp program.

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



### **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): 2/7/23

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

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









Center Point School Attendance Tues XXXX						
Student	PS=PubSch X=Present AB=Absent	Arrived Time and reason if late	Early Departure Time departed and reason Time returned		Transportation Person picking up client, time left, staff signature Bus	
						Eug4J
						Bethel
						Bethel
						Bethel
						Bethel
						Creswell
						S. Lane
						S. Lane
						Spfld.
						Spfld.
Fridge Temp.		Anne Lettkeman				
Freezer Temp:		ON HAND				
Room Temp-West		Total Students: 10				
Room Temp-East						
Att. Call ( )						





### **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.*

*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*

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

- Author Unknown -



## 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.





## 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	08/21/13	08/20/23	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
Brittany Beebe	Educational and Behavioral Specialist	B.A.			ODE#E9957880

Private Alternative Education Program or School  
Registration Application or Renewal  
School Year 2023-2024

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.



# Contract Rates for School Districts 2022-23

SCHOOL DISTRICT	Net Operating Cost per student per ADMr	Education Rate	Treatment Cost	Full Pay Rate
Bethel # 52	\$11,692	\$ 106.29	\$ 230.00	\$ 336.29
Blachly #90	\$15,211	\$ 138.28	\$ 230.00	\$ 368.28
Creswell #40	\$12,218	\$ 111.07	\$ 230.00	\$ 341.07
Crow-Applegate #66	\$14,703	\$ 133.66	\$ 230.00	\$ 363.66
Eugene #4J	\$11,774	\$ 107.04	\$ 230.00	\$ 337.04
Fern Ridge #28J	\$10,274	\$ 93.40	\$ 230.00	\$ 323.40
Harrisburg #7J	\$11,745	\$ 106.77	\$ 230.00	\$ 336.77
Junction City #69	\$11,026	\$ 100.24	\$ 230.00	\$ 330.24
Lowell #71	\$9,588	\$ 87.16	\$ 230.00	\$ 317.16
Mapleton #32	\$20,700	\$ 188.18	\$ 230.00	\$ 418.18
Marcola #79J	\$10,404	\$ 94.58	\$ 230.00	\$ 324.58
McKenzie #68	\$17,848	\$ 162.25	\$ 230.00	\$ 392.25
Oakridge #76	\$12,618	\$ 114.71	\$ 230.00	\$ 344.71
Pleasant Hill #1	\$9,873	\$ 89.75	\$ 230.00	\$ 319.75
Siuslaw # 97J	\$13,622	\$ 123.84	\$ 230.00	\$ 353.84
South Lane #45J	\$11,729	\$ 106.63	\$ 230.00	\$ 336.63
Springfield #19	\$11,819	\$ 107.45	\$ 230.00	\$ 337.45
Sweet Home #55	\$10,967	\$ 99.70	\$ 230.00	\$ 329.70

Formula: Avg. Cost Per Student x .80/176 (# of school days) x 2 (SPED)  
(.20 to district for administrative costs)

## Partial Day Costs:

### For Students on Education Rate:

- Student Absent: Same as daily Education Rate

### For Students on Full Pay Rate:

- Student Absent: Same as daily Education Rate
- Student present for a partial day: Treatment rate times # of CPST units/12

### For Transitioning Students:

- Full treatment rate (pays for transition services); pro-rate education rate
- Absent from Center Point School and transition placement = no tx. cost; charge absent education rate
- Absent from Center Point School, attends transition placement = treatment cost, no education cost

Summer 2022: \$ 320/day



DATE

Dear Parents,

Enclosed please find a report on academic achievement and progress toward IEP goals for your student.

This information has also been reported to your student's home school district.

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

Sincerely,

Mary Tagett, M.Ed.  
Education Supervisor  
Looking Glass Center Point School





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					
Overall IEP Progress						
	Q1					
Classroom Participation/Other academic progress:						
Q1: Academic seat hours earned/percentage earned						

**Progress Toward Transition to Another School:** Student is in the process of taking classes at another school.

Transition School:

Details of the transition:

☐ Steady improvement noted    ☐ No notable change    ☐ Regression noted

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

- ☐ Observed increase in self-determination/goal setting and attainment
- ☐ Positive comments received from teachers
- ☐ Meeting expectations in academic performance
- ☐ Meeting behavioral expectations
- ☐ Concern expressed regarding academic performance
- ☐ Concern expressed regarding behavior
- ☐ Identified need for additional accommodations/modifications

Additional information of note regarding transition planning and/or goals:

*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.*

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

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

Tasks completed this quarter:

- ☐ Tasks were completed without problems
- ☐ Initiated extra tasks to be completed
- ☐ Learned new tasks this quarter
- ☐ Solved problems when needed
- ☐ Reported safety concerns immediately
- ☐ Asked for help at appropriate times
- ☐ Avoided distractions while working
- ☐ Completed time sheets independently
- ☐ Responded to supervisors appropriately
- ☐ Behavioral issues at school threatened work experience position
- ☐ Behavioral issues while working threatened work experience position
- ☐ Motivated to do well in school to maintain position

Overall Attitude: ---

Motivation for paid work experience this quarter: ---

Additional information of note regarding paid work experience:

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



School/District: \_\_\_\_\_

Q1 2022-2023

Name: \_\_\_\_\_

Eligibility Re-eval Date: \_\_\_\_\_

Annual IEP Review Date: \_\_\_\_\_

Grade: \_\_\_\_\_ / Age: \_\_\_\_\_

Transcripts

Date/day		OYO	Math	ELA/Subject	Language Workshop	Individual Needs
Week 1	W 9/7					
	R 9/8					
	F 9/9					
Week 2	M 9/12					
	T 9/13					
	W 9/14					
	R 9/15					
	F 9/16					
Week 3	M 9/19					
	T 9/20					
	W 9/21					
	R 9/22					
	F 9/23					
Week 4	M 9/26					
	T 9/27					
	W 9/28					
	R 9/29					
	F 9/30					
Week 5	M 10/3					
	T 10/4					
	W 10/5					
	R 10/6					
Week 6	M 10/10					
	T 10/11					
	W 10/12					
	R 10/13					
	F 10/14					
Week 7	M 10/17					
	T 10/18					
	W 10/19					
	R 10/20					
	F 10/21					
Week 8	M 10/24					
	T 10/25					
	W 10/26					
	R 10/27					
	F 10/28					
Week 9	M 10/31					
	T 11/1					
	W 11/2					
	R 11/3					
	F 11/4					
Totals						





**Looking Glass**  
Youth & Family Services

Center Point School

## CREDIT HOURS EARNED

DATE: June 21, 2022

### 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: SAMPLE STUDENT: modified diploma

DATES OF ENROLLMENT: 6/22/15- 6/16/22

YEAR/TERM of transcript:

Summer 2018; Fall 2018-2019; Winter 2018-2019 (grade 9);  
Summer 2019; Fall 2019-2020; Winter 2019-2020 (grade 10);  
Summer 2020; Fall 2020-2021; Winter 2020-2021 (grade 11);  
Summer 2021; Fall 2021-2022; Winter 2021-2022 (grade 12)

- 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 2018 (GRADE 9)

DATES CREDIT HOURS WERE EARNED: 06/25/18-08/17/18

CREDIT HOURS EARNED: 1.584

PHYSICAL EDUCATION: .800

APPLIED ART: .692

WORK EXPERIENCE: .092

#### FIRST SEMESTER, 2018-2019 SCHOOL YEAR (GRADE 9)

DATES CREDIT HOURS WERE EARNED: 9/5/18-2/1/19

CREDIT HOURS EARNED: 4.600

^MATH^: .692

SCIENCE: .762

^ENGLISH^: .769

APPLIED ART: .138

GOVERNMENT: .554

WORLD STUDIES: \*\*\*

SOCIAL STUDIES: \*\*\*

PHYSICAL EDUCATION: .854

WORK EXPERIENCE: .323

HEALTH(family life): \*\*\*

HEALTH(wellness): \*\*\*

PERSONAL FINANCE: .300

U.S. HISTORY: .208

STUDY SKILLS: \*\*\*



^MATH^ and ^ENGLISH were modified courses

#### SECOND SEMESTER, 2018-2019 SCHOOL YEAR (GRADE 10)

DATES CREDIT HOURS WERE EARNED: 2/4/19-6/13/19

CREDIT HOURS EARNED: 3.502

^MATH^: .508

SCIENCE: .577

^ENGLISH^: .831

APPLIED ART: .177

GOVERNMENT: \*\*\*

WORLD STUDIES: \*\*\*

SOCIAL STUDIES: \*\*\*

PHYSICAL EDUCATION: .162

WORK EXPERIENCE: .277

HEALTH(family life): \*\*\*

HEALTH(wellness): .808

PERSONAL FINANCE: \*\*\*

U.S. HISTORY: .162

STUDY SKILLS: \*\*\*



^MATH^ and ^ENGLISH were modified courses



A United Way Agency

Center Point School

1790 W. 11th Ave

Suite A

Eugene, OR 97402

Phone: (541) 868-0661

Fax: (541) 888-0660

Example -  
modified diploma

CREDIT HOURS EARNED

**SUMMER SEMESTER 2019 (GRADE 10)**

DATES CREDIT HOURS WERE EARNED: 06/24/19-08/16/19

CREDIT HOURS EARNED: .940

PHYSICAL EDUCATION: .504

APPLIED ART: .436

**FIRST SEMESTER, 2019-2020 SCHOOL YEAR (GRADE 10)**

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

CREDIT HOURS EARNED: 4.254

^MATH^: .715

SCIENCE: .562

^ENGLISH^: .523

APPLIED ART: .577

GOVERNMENT: \*\*\*

WORLD STUDIES: .138

SOCIAL STUDIES: \*\*\*

^MATH^ and ^ENGLISH were modified courses

PHYSICAL EDUCATION: .654

WORK EXPERIENCE: .323

HEALTH(family life): \*\*\*

HEALTH(wellness): \*\*\*

PERSONAL FINANCE: .600

U.S. HISTORY: .162

STUDY SKILLS: \*\*\*

**SECOND SEMESTER, 2019-2020 SCHOOL YEAR (GRADE 10)**

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

CREDIT HOURS EARNED: 3.096

^MATH^: .665

SCIENCE: .719

^ENGLISH^: .238

APPLIED ART: .346

GOVERNMENT: \*\*\*

WORLD STUDIES: .162

SOCIAL STUDIES: \*\*\*

^MATH^ and ^ENGLISH were modified courses

PHYSICAL EDUCATION: .300

WORK EXPERIENCE: .208

HEALTH(family life): .458

HEALTH(wellness): \*\*\*

PERSONAL FINANCE: \*\*\*

U.S. HISTORY: \*\*\*

STUDY SKILLS: \*\*\*

**SUMMER SEMESTER 2020 (GRADE 11 )**

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

CREDIT HOURS EARNED: 1.570

SCIENCE: .300

APPLIED ART: 1.108

PHYSICAL EDUCATION: .162



CREDIT HOURS EARNED

**FIRST SEMESTER, 2020-2021 SCHOOL YEAR (GRADE 11)**

DATES CREDIT HOURS WERE EARNED: 9/9/20-1/29/21

CREDIT HOURS EARNED: 5.323

^MATH^: .831	PHYSICAL EDUCATION: .208
SCIENCE: .938	WORK EXPERIENCE: .354
^ENGLISH^: .600	HEALTH(family life): ***
APPLIED ART: 1.131	HEALTH(wellness): ***
GOVERNMENT: .208	PERSONAL FINANCE: .269
WORLD STUDIES: .369	U.S. HISTORY: .415
SOCIAL STUDIES: ***	STUDY SKILLS: ***
^MATH^ and ^ENGLISH^ were modified courses	

**SECOND SEMESTER, 2021-2022 SCHOOL YEAR (GRADE 12)**

DATES CREDIT HOURS WERE EARNED: 2/1/21-6/17/21

CREDIT HOURS EARNED: 5.239

^MATH^: .877	PHYSICAL EDUCATION: ***
SCIENCE: .969	WORK EXPERIENCE: .223
^ENGLISH^: .462	HEALTH(family life): ***
APPLIED ART: 1.408	HEALTH(wellness): .331
GOVERNMENT: ***	PERSONAL FINANCE: ***
WORLD STUDIES: .438	U.S. HISTORY: .531
SOCIAL STUDIES: ***	STUDY SKILLS: ***
^MATH^ and ^ENGLISH^ were modified courses	

**SUMMER SEMESTER 2021 (GRADE 12)**

DATES CREDIT HOURS WERE EARNED: 07/06/21-08/20/21

CREDIT HOURS EARNED: 0.970

SCIENCE: .208  
APPLIED ART: .485  
PHYSICAL EDUCATION: .277

**FIRST SEMESTER, 2021-2022 SCHOOL YEAR (GRADE 12)**

DATES CREDIT HOURS WERE EARNED: 9/8/21-1/28/22

CREDIT HOURS EARNED: 5.763

^MATH^: .831	PHYSICAL EDUCATION: .762
SCIENCE: .808	WORK EXPERIENCE: .208
^ENGLISH^: .585	HEALTH(family life): ***
APPLIED ART: .746	HEALTH(wellness): ***
GOVERNMENT: .369	PERSONAL FINANCE: .392
WORLD STUDIES: .877	U.S. HISTORY: .185
SOCIAL STUDIES: ***	STUDY SKILLS: ***
^MATH^ and ^ENGLISH^ were modified courses	

CREDIT HOURS EARNED

**SECOND SEMESTER, 2021-2022 SCHOOL YEAR (GRADE 12)**  
DATES CREDIT HOURS WERE EARNED: 1/31/22-6/16/22

CREDIT HOURS EARNED: 5.015

^MATH^: .838	PHYSICAL EDUCATION: .692
SCIENCE: .577	WORK EXPERIENCE: .400
^ENGLISH^: .792	HEALTH(family life): .485
APPLIED ART: .631	HEALTH(wellness): ***
GOVERNMENT: ***	PERSONAL FINANCE: .392
WORLD STUDIES: ***	U.S. HISTORY: .208
SOCIAL STUDIES: ***	STUDY SKILLS: ***
^MATH^ and ^ENGLISH were modified courses	

CAREER RELATED LEARNING STANDARDS and Completion Dates:

Community service/work experience: September 2018- June 2022

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

Center Point School

CREDIT HOURS EARNED

DATE: February 17, 2023

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: SAMPLE STUDENT regular diploma

DATES OF ENROLLMENT: 9/9/21- present

YEAR/TERM of transcript: fall 2021-2022; winter 2021-2022; summer 2022; fall 2022-2023

- All credit listed on this document is passing by at least 80% on a pass/fail scale
- Subjects listed with asterisks (\*\*\*) were not offered during that semester

**FIRST SEMESTER, 2021-2022 SCHOOL YEAR (GRADE 9)**

DATES CREDIT HOURS WERE EARNED: 9/9/21-1/28/22

CREDIT HOURS EARNED: 4.446

MATH (algebra): .638

SCIENCE: .992

ENGLISH: .585

APPLIED ART: .631

GOVERNMENT: .369

WORLD STUDIES: .231

SOCIAL STUDIES: \*\*\*

PHYSICAL EDUCATION: .446

WORK EXPERIENCE: \*\*\*

HEALTH(family life): \*\*\*

HEALTH(wellness): \*\*\*

PERSONAL FINANCE: .369

U.S. HISTORY: .185

STUDY SKILLS: \*\*\*

**SECOND SEMESTER, 2021-2022 SCHOOL YEAR (GRADE 9)**

DATES CREDIT HOURS WERE EARNED: 1/31/22-6/16/22

CREDIT HOURS EARNED: 4.800

MATH (algebra): .846

SCIENCE: .577

ENGLISH: .569

APPLIED ART: .692

GOVERNMENT: \*\*\*

WORLD STUDIES: .808

SOCIAL STUDIES: \*\*\*

PHYSICAL EDUCATION: .523

WORK EXPERIENCE: \*\*\*

HEALTH(family life): .138

HEALTH(wellness): .162

PERSONAL FINANCE: .277

U.S. HISTORY: .208

STUDY SKILLS: \*\*\*

**SUMMER SEMESTER 2022 (GRADE 10)**

DATES CREDIT HOURS WERE EARNED: 07/05/22-08/19/22

CREDIT HOURS EARNED: 1.408

PHYSICAL EDUCATION: .708

APPLIED ART: .538

SCIENCE: .162



A United Way Agency

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

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Fax: (541) 868-0660



Center F (School)  
3rd Term 2022-2023 January 30, 2023 - April 7, 2023 9 weeks

Focus Groups		Focus Groups		Focus Groups		Focus Groups		Focus Groups	
Point Of You Group Room	Math Classroom	Math Classroom	Point of You Group Room	The Modern Masters Group Room	Math Classroom	Math Classroom	The Modern Masters Group Room	Community Matters Springfield Museum	Math Classroom
	ELA Academics Classroom	ELA Academics Classroom			ELA Academics Classroom	Art Therapy		Reading Classroom	
Snack		Snack		Snack		Snack		Snack	
Math Classroom	Celebrated 60's Group Room	Celebrated 60's Group Room	Math Classroom	Math Classroom	Math Classroom	Creature Feature Group Room	Math Classroom	Math Classroom	Community Matters St. Vinnie's Rec Room
Language Workshop Classroom									
			Language Workshop Classroom	Language Workshop Classroom			Language Workshop Classroom	Reading Classroom	
Lunch		Lunch		Lunch and Check Out		Lunch		Lunch	
Trails 101 Group Room	Swimming Rec Room	Swimming Rec Room	Lights, Camera, Action Classroom			Code Next Door Classroom	Off-Site Rec Room	Off-Site Rec Room	Code Next Door Classroom
Check Out		Check Out				Check Out		Check Out	



## Student's WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>9:00-9:15</b>	Focus Group w/ Chris Group Room	Focus Group w/ Chris Group Room	Focus Group w/ Chris Group Room	Focus Group w/ Chris Group Room	Focus Group w/ Chris Group Room
<b>9:15-10:00</b>	Math Classroom	Point of You Group Room	Math Classroom	The Modern Masters Group Room	Math Classroom
<b>10:00-10:05</b>					
<b>10:05-10:50</b>	ELA Academics Classroom		ELA Academics Classroom		Reading The Hobbit Classroom
<b>10:50-11:00</b>	Snack	Snack	Snack	Snack	Snack
<b>11:00-11:45</b>	Celebrated Sixties Group Room	Math Classroom	Creature Feature Group Room	Math Classroom	Community Matters 1: St. Vincent dePaul Rec Room
<b>11:45-11:50</b>					
<b>11:50-12:35</b>		Language Workshop Classroom		Language Workshop Classroom	
<b>12:40-1:00</b>	Lunch Art Therapy	Lunch Art Therapy	Lunch Art Therapy Check Out (1:00 Early Release)	Lunch Art Therapy	Lunch Art Therapy
<b>1:05-1:50</b>	Trails 101 Group Room	Swimming Rec Room		Code Next Door Classroom	Off-Site Rec Room
<b>1:50-1:55</b>					
<b>1:55-2:40</b>					
<b>2:40-3:00</b>	Check Out w/ Chris Group Room	Check Out w/ Chris Group Room		Check Out w/ Chris Group Room	Check Out w/ Chris Group Room

