ALTERNATIVE EDUCATION PROGRAM

TOOLKIT for PROGRAM EVALUATION

“As used in ORS 336.615 to 336.665, ‘alternative education program’ means a school or separate class group designed to best serve students’ educational needs and interests and assist students in achieving the academic standards of the school district and the state.” ORS 336.615.

“School districts shall adopt policies and procedures for the approval and annual evaluation of alternative education programs under ORS 336.615-336.665 (Alternative Education Programs) that receive public funds.” OAR 581-022-1350(2). “Each school district operating, participating in or contracting for a public or private alternative education program shall evaluate the program at least annually. The district shall provide the public or private alternative education program with a copy of the written evaluation.” ORS 336.655.

This toolkit is intended to provide a resource for school districts and school district boards for their evaluations of the public and private alternative education programs that they operate or contract with.

This toolkit may be updated periodically in response to changes in Oregon Revised Statutes, Oregon Administrative Rules, or in response to comments from districts or programs.

Links to the ORS and OAR cited in the toolkit are available on the Department of Education’s [Alternative Education webpage](https://www.oregon.gov/ode/learning-options/schooltypes/AltEd/Pages/default.aspx) . The list of registered private alternative education programs and the standards adopted by the State Board of Education for those programs are also available on that page.

Please direct questions or comments to Jeremy Wartz. He can also be reached at 503-947-5736.

DISTRICT: Lane ESD for Public K-12 Districts of Lane County

SCHOOL YEAR: 2018-19 (May 29, 2019)

ALTERNATIVE EDUCATON PROGRAM: Wellspring Friends School

CHECK ONE:

\_\_\_ Public Program

\_\_X\_ Private Alternative Program

***PROGRAM EVALUATION BY DISTRICT: OAR 581-022-1350(2)***

| The school district has policies and procedures for the at least annual evaluation of alternative education programs under ORS 336.615-665 that receive public funds. Evaluation of this program ensures the following. | Compliance | Resident districts have IGBHA or equivalent; program manual of alternative site has appropriate internal review process. |
| --- | --- | --- |

***The Private Alternative Program***

| Prior to contracting with or distributing public funds to a private alternative program, the district confirmed that the program is registered with the Oregon Department of Education as required by OAR 581-021-0072. | Compliance | Program is registered with ODE |
| --- | --- | --- |
| The private alternative program’s annual statement of expenditures has been reviewed consistent with ORS 336.635(2). See the ODE alternative education webpage for model expenditure statement formats. | Compliance | Profit & Loss statement for the previous school was provided; dates of 7/17-6/18 |
| Before contracting with a private alternative program for special education services, the district confirmed that the private program is approved by the ODE to provide those services. | Compliance | Program is registered with ODE; certified special education teacher is on staff |
| The private alternative program enhances the ability of the district and its students to achieve district and state standards. | Compliance | Comprehensive core & elective courses provided; enrichment opportunities beyond classroom also available |
| Consistent with OAR 581-023-0006(8), Private Alternative Programs, the contracted private alternative program: |  |  |
| * Maintains records of school attendance, group sizes, and other information required by the contracting district.
 | Compliance | Attendance records provided; organized by home district and by student |
| * Reports required school finance accounting information to the district at least twice yearly, once each for October 1 through December 31 and for ten days after the end of the school year.
 | Compliance | Finance accounts are reconciled each academic term, 4 times per year |
| * Retains student attendance records for at least two years.
 | Compliance | Student records available since 2015 |
| The contract between the district and the private alternative education program states that suspension or revocation by the ODE of the private program’s registration will suspend or terminate the district’s contract with and distribution of public funds to the program for the term of the suspension or termination of the registration. | Compliance | Noted in the home district contract and the attendance billing records |
| The contract between the school district and the private alternative education program states that non-compliance with a rule or statute implemented by OAR 581-022-1350 may result in the termination of the contract. | Compliance | Noted in the home district contract |
| The private alternative program is in compliance with its contract with the district, including each statute, rule, or school district policy that is specified in the contract. | Compliance | Home district contracts cite the relevant ORS & OARs |

*The Public Alternative Program*

| The public alternative program complies with all state statutes and rules and federal laws that apply to public schools. | Not Applicable | Private program |
| --- | --- | --- |

*Each Public or Private Alternative Program*

| The program implements an education plan and education profile for each student that meet the requirements of OAR 581-022-1120(3)(a) and (b) and 581-022-1130(3). | Compliance | Table Header |
| --- | --- | --- |
| Each student’s education plan includes criteria for determining if, when, where, and how the student may transition from the alternative program. | Compliance | PEP has notes for continuation or return to home district |
| A transportation plan is in place ensuring that the program is accessible to each student approved for placement in the program. | Compliance | Transportation is duty of home district as per contract arrangement |
| The program complies with each eligible student’s IEP. | Compliance | IEP eligible student file reviewed is in compliance with current best practices of special education procedures & law |
| The program assists the district in meeting its comprehensive K-12 instructional program. | Compliance | Site satisfies K-12 program of student and home district |
| The program ensures that students receive adequate instruction in the educational standards adopted by the State Board of Education for the grade level(s) the program serves for students to meet state and local benchmark standards. | Compliance | Standards of site are in compliance with grade level and state benchmark as listed in local curriculum guide provided |
| The program ensures that each student participates in district and state assessments of student achievement. | Compliance | Student records show participation in required Oregon testing |
| The results of student performance on state assessments are reported annually to students, parents, and the school district. | Compliance | Student testing records are provided to all parties by email and USPS |
| The program collects and reports to the district each student’s local and state assessment, attendance, behavior, graduation, dropout, and other data required by the district and the state. | Compliance | Depending upon home district, annual completion reports are filed or alternative site does direct entry into home district SIS |
| The program serves students who are in one or more of these subgroups. Students* who are suspended, expelled, or considered for suspension or expulsion.
* whose attendance is so erratic that they are not benefiting from school.
* who have not met or who have exceeded benchmark academic standards.
* whose parent or legal guardian applies for a student’s exemption from compulsory school attendance on a semiannual basis consistent with OAR 581-021-0075, Exemption From Compulsory Attendance.
* who are under 21 prior to the start of the district’s school year and who need additional instruction to earn a diploma; or
* who are individually approved for placement consistent with the district’s board policies regarding the placement.
 | Compliance | Alternative site serves students form a wide variety of backgrounds and circumstances: disciplinary exclusion, attendance issues, academic mismatch in home district, compulsory attendance exemptions, and those needing extra instruction beyond 4 years of high school.Individual placements by home districts are also made to the site by the home districts on a case-by-case basis. |
| Activities provided by the alternative education program and claimed for state school funds, and the diploma credits allowed for those activities, are only those approved by the district consistent with OAR 581-023-0008, Accountable Activities for Alternative Education Programs. The allowable activities are listed in the contract with the private alternative program. | Compliance | Allowable activities are listed in home district contract and local site manual |
| Students receiving online instruction are accounted for consistent with reporting guidelines published in the Oregon Student Personnel Accounting Manual. | Not Applicable | No online courses or curriculum is offered |
| Each claim of state school funds is made consistent with OAR 581-023-0006, Student Accounting Records and State Reporting, and with the Oregon Student Personnel Accounting Manual. | Compliance | Students are tracked by date of entry, date of completion or departure with an adherence to the ‘10 day drop’ rule |
| Consistent with ORS 336.635 (2) and OAR 581-022-1350(3), the alternative education program in which the student enrolls with the districts’ approval notifies the student’s resident district. It may bill the district for tuition. The billing is annually or at the end of each term or semester of the program. For each full-time equivalent student enrolled in the alternative education program, the school district pays the actual cost of the program or an amount at least equivalent to 80 percent of the district’s estimated current year’s average per student net operating expenditure, whichever is lesser. Each alternative education program is accountable for the expenditures of all State School Fund and other local school support moneys. It provides the school district with an annual statement of such expenditures. See the ODE alternative education webpage for model expenditure statement formats. | Compliance | An annual rate is set in contract as a function of ADM at 80% threshold.Billing for long-term students can be done term by term after an established pattern of attendance has been maintained by the student, but is done monthly for simplicity.Resident districts are billed monthly for newer students that have yet to establish regular attendance. |
| The program and district maintain education records for each student in a public or private alternative education program consistent with OAR 581-022-1660(3) and with OAR 581-021-0210 through 581-021-0440. See the Student Records Handbook. | Compliance | Local site operations manual and individual student records reviewed |
| The program and district include data for each student in reports required by the ODE. | Compliance | All data required by ODE for student reports is included in student files and related reports |

Example Indicators of Compliance for Use Above:

* Current district policies
* Minutes of school district or education service district board
* Contract(s) with the private alternative program/school
* Written evaluations of the public and private program/school
* Reviewed financial statement(s) from the private alternative program/school
* Curriculum mapping/alignment documents from the alternative program/school
* Reports of state and local assessment administration schedules
* Student performance results on state and local assessments
* Student attendance and behavior records
* Interviews and focus groups with students, parents, staff
* Other indicator(s) required by the contract between the district and the private alternative program/school.

DISTRICT: Lane ESD for Public K-12 Districts of Lane County

SCHOOL YEAR: for the 2019-20 school year

ALTERNATIVE EDUCATON PROGRAM: Wellspring Friends School

CHECK ONE:

\_\_\_ Public Program

\_\_X\_ Private Alternative Program

Date of approval by District Board:

Date(s) of Evaluation(s): May 29, 2019

Evaluator(s): Andrew S. Grzeskowiak, Superintendent – Siuslaw SD 97J



**EVALUATION: COMMENTS AND RECOMMENDATIONS – None, program is in compliance as an alternative education site for the public schools of Lane County as reviewed for Lane Education Service District**

Drop-In Observation – Notes – 5/29/19 – 1:55pm start of observation

Class/school structure – in the afternoon, all classes are arranged in a two-hour block with a 10 minute break in the middle. During the break students were performing a series of community tasks and chores; students were moving from area to area, chatting amongst themselves and the staff, gladly gathering recycling, classroom & office trash, and food scraps to be composted from the kitchen area. One young lady took the opportunity to claim her cell phone from the office. At the end of the break, students moved back to their classes for the remainder of the day.

I followed a group of students to ***Love Your School* – *Applied & Fine Arts Class***

Students were planning on working on a making a bench, built from a downed tree (125 year old oak) that fell in the last storm. Students ‘rounded up’ outside about 2:05pm, right at the end of the break time.

The teacher reviewed the last two projects: Planter box with trellis & Re-assembly to secure and old picnic table

Students were waiting on more of milled lumber to arrive for the bench project, but it had not yet arrived. They had the option to start on the base for the bench now that was on site (there were large sections of the tree still on the grounds to be used as the base) or work on the planter box to expand the low end of the trellis as ‘outriggers’ - students chose to work more on the planter box.

Teacher did individual skill review – setting and securing woodscrews with drill driver, changing bits, setting the chuck – the teaching technique was solid; hands-on, side by side with the student, plenty of positive feedback, encouragement and interaction

Without the additional milled lumber to build the larger bench right now, the planter box ‘outriggers’ added at the rim became the edges for a smaller bench framed directly on to the planter box.

2:16pm – End of observation – ASG