

**ALTERNATIVE EDUCATION PROGRAMS
TOOLKIT for
ANNUAL PROGRAM APPROVAL/DISAPPROVAL
by the DISTRICT'S SCHOOL BOARD**

“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.

This toolkit is intended to provide a resource for school districts and school district boards for their approvals of the public and private alternative education programs that they will 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](#) . 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 this page.

Please direct questions or comments to [Annie Marges](#) or by phone at 503-934-0787.

DISTRICT:
 SCHOOL YEAR:
 ALTERNATIVE EDUCATION PROGRAM:
 CHECK ONE:
 Public Program
 Private Alternative Program

Each table throughout this document is organized with three columns, as shown below:

Standard	Status C = In compliance E = Exemplary NC = Not-in compliance NA = Not Applicable	Explanation(s) C: List Indicators E: List Indicators NC: Outline Compliance Plan NA: Explain
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PROGRAM APPROVAL BY DISTRICT SCHOOL BOARD: OAR 581-022-1350 (2)		
The school district has policies and procedures for the annual approval of alternative education programs under ORS 336.615-665 that receive public funds. Approval of this program ensures the following.	C	IGBHA, in accordance with ORS 336.655

<i>The Private Alternative Program</i>		
The public alternative program complies with all state statutes and rules and federal laws that apply to public schools.	C	Circle of Friends has provided the nondiscrimination statement, Employee List, ODE Alt Ed Approval Letter, and ODE Request for Institutional ID.

<i>Each Public or Private Alternative Program</i>		
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).	C	The program provides highly specialized supports for students with unique profiles that includes physical impairments, cognitive disabilities, and a variety of

Each Public or Private Alternative Program		
		medical conditions that create the need for highly trained staff members.
Each student's education plan includes criteria for determining if, when, where, and how the student may transition from the alternative program.	C	The contract with the district and parent documents state that the program is meant to support students in their transition back to their neighborhood school setting.
A transportation plan is in place ensuring that the program is accessible to each student approved for placement in the program.	C	The program works with the district and parents to ensure that students have access to transportation, when needed.
The program complies with each eligible student's IEP.	C	The contracting district maintains an IEP case manager to ensure that a FAPE is provided.
The program assists the district in meeting its comprehensive K-12 instructional program.	C	The specialized supports for the students are part of a range of services that must be provided to ensure that all students are served by the 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.	C	District Policy IGBHG Additionally, the students in this program generally fit into a profile of student working toward alternative standards.
The program ensures that each student participates in district and state assessments of student achievement.	C	District Policy IGBHA All of the students who access this program qualify to

Each Public or Private Alternative Program		
		take the Oregon Extended Assessment. Staff members in this program are trained to administer the Extended Assessment and do so when required.
The results of student performance on state assessments are reported annually to students, parents, and the school district.	C	Results from the Extended Assessment are shared with the parents, and the District has access to the results, when published.
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.	C	Attendance and behavior data is reported directly to the district on a monthly basis.
<p>The program serves students who are in one or more of these subgroups. Students</p> <ul style="list-style-type: none"> • 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 	C	In general, this program serves students who are individually approved for placement consistent with the district's board policies regarding the placement.

Each Public or Private Alternative Program		
district's board policies regarding the placement.		
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.	C	Staff lists and ADM reporting is completed within state law requirements
Activities provided by the public or private 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.	C	Diploma requirements do not apply, and allowable activities are listed in the contract with the site.
Students receiving online instruction are accounted for consistent with reporting guidelines published in the Oregon Student Personnel Accounting Manual.	NA	NA
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, <u>whichever is lesser</u> . 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.	C	Billing takes place monthly. The amount is equal to the agreed upon tuition amount. The expenditure report is submitted to the district annually.

Each Public or Private Alternative Program		
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.	C	Records are maintained according to state law.
The program and district include data for each student in reports required by the ODE.	C	Student data reporting is the responsibility of the District.

Indicators of Compliance for Use Above:

- Current district policies
- Minutes of school district board meeting
- Contract with the private alternative program/school
- Admission Disclosure Statement
- Placement Enrollment Process
- Reviewed financial statement from the private alternative program
- Student Learning Plan Template
- Extended Assessment Calendar
- Student attendance record template
- Fire inspection report
- New hire mandatory training record

Date of Approval or Disapproval by District Board: August 12, 2024
Attach copy of Board Minutes

August 12, 2024

Springfield School District 19

Code: IGBHA
Adopted: 6/25/07
Revised/Readopted: 6/22/20
Orig. Code: IGBHA

Alternative Education Programs**

The Board is dedicated to providing educational options for all students. It is recognized that there will be students in the district whose needs and interests are best served by participation in an alternative program.

“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.

A list of alternative programs will be approved by the Board annually. Annual evaluation of all alternative programs will be made in accordance with Oregon Revised Statute (ORS) 336.655 and Oregon Administrative Rule (OAR) 581-022-2505. The superintendent will develop administrative regulations as necessary to evaluate the district’s alternative education programs.

Alternative programs will consist of instruction or instruction combined with counseling. These programs may be public or private. A public and private alternative program shall be registered with the Oregon Department of Education. Alternative programs must meet all the requirements set forth in state law and rules, and federal law as applicable.

Students, upon approval from a parent or guardian, may be placed in an alternative education program if the district determines that the placement serves the student’s educational needs and interests, and assists the student in achieving district and state academic content standards. Such placement must have the approval of the student’s resident district and, as appropriate, the attending district. The parent, guardian or person in parental relationship is responsible for enrolling the student. The district will also consider and propose alternative education programs for students prior to expulsion or leaving school as required by law.

The district shall pay the actual cost of an alternative program cost or an amount equal to 80 percent of the district’s estimated current year’s average per-student net operating expenditure, whichever is less. The district is not obligated to provide or pay for transportation. The district will enter into a written contract for a district approved district approved private alternative education programs. As required by law

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)
[ORS 332.072](#)
[ORS 336.014](#)
[ORS 336.175](#)
[ORS 336.615 to -336.665](#)
[ORS 339.030](#)

[ORS 339.250](#)

[OAR 581-021-0045](#)
[OAR 581-021-0065](#)
[OAR 581-021-0070](#)
[OAR 581-021-0071](#)

[OAR 581-022-2320](#)
[OAR 581-022-2505](#)
[OAR 581-023-0006](#)
[OAR 581-023-0008](#)

Cross Reference(s):

IGBHB - Establishment of Alternative Education Programs
IGBHC - Alternative Education Notification
JGEA - Alternative Education Programs Related to Expulsion

Springfield School District Alternative Education Program

Circle of Friends

THIS AGREEMENT is made and entered into the 1st day of July, 2023 between the Springfield School District hereinafter referred to as District, and the Alternative Education Provider, hereinafter referred to as the Provider.

WHEREAS the District desires to contract for educational services to meet the learning needs of resident students in general education and special education programs identified by District procedures and with prior approval Provider shall comply with state requirements to provide alternative education services to District (district) students.
ORS 336.631 and ORS 336.637

WHEREAS Provider will provide these educational services under the terms and conditions set out herein, and

It is the purpose of this agreement to identify the direct and/or related services to be provided through this agreement;

1. Providing there is sufficient space available, Provider will provide educational services for District students in the program or site indicated. The compensation for such services shall be at the rate as specified under section 7 of this agreement.
2. Provider reserves the right to make all final decisions concerning acceptance of students in the program.
3. At the time of referral, the District shall be responsible for informing Providers in writing of a student's at-risk status (discipline, suspension or expulsion for misconduct) as defined in ORS 339.250, ORS 339.240, ORS 339.250, & 339.260/OAR 581-021-0055, OAR 581-021-0065, OAR 581-021-0070.
4. The student's program will be individualized and reasonably designed for student success and growth due to their learning needs and circumstances.
5. Provider ensures they will meet the following conditions and criteria:
 - a) Provider shall be registered with the Oregon Department of Education as an approved Alternative Education program.
 - b) Provider shall carefully screen all staff members (whether paid or volunteer). Provider shall provide to District a list of all staff members and a memo explaining each staff member has successfully completed a criminal records

check. The list would be updated for each and every additional or replacement staff member during each Fiscal Year. Provider shall retain proof of record check for length of this contract.

- c) The provider shall supervise students (a) upon arrival at the school site, (b) during the school day, and (c) leaving the school site upon school day completion. Provider shall supervise each person who comes into contact with the students under this Agreement. The screening and direction shall assure that the individual is appropriate to be trusted with young persons. Provider shall assure that the location of its services is in an area where students and staff may be properly supervised. Each employee assigned under this Agreement by Provider shall be carefully instructed and supervised regarding the confidentiality of information learned about students and their families and the confidentiality of all records regarding students and their families, and maintaining a professional relationship with students and their families by avoiding any behavior that undermines the professional character of that relationship.
 - d) Contractor agrees to comply with all state statutes, rules and Standards. Contractor also agrees to comply with district policy, procedures and contract terms for placement of students. Non-compliance with an alternative education rule or statute may result in the termination of this contract. OAR 581-022-1350(4)(g)
6. The Provider shall comply with the Oregon Educational Reform Act by implementing all statewide testing and required work samples for eligible students. There is a shared responsibility between the Provider and the District for identifying students eligible for testing and retesting. The District requires that each district student complete the appropriate OAKS, PSAT, and ACT testing annually. The District and the Provider will identify contact persons to coordinate testing procedures (ORS329.485).
 7. SPS shall pay the provider for the above-described services over the school year an amount of \$4,620 per student for each month during the 2023-24 school year or while the student is enrolled with the provider.
 - a) Additionally, SPS shall pay the provider for RN Planning & Delegation at a rate of \$70 per unit, and RN Coverage for LPN Absence at a rate of \$70 per unit.
 8. This agreement shall be effective from the 1st day of July 2023 to the 30th day of June 2024. The terms of this agreement may be extended or amended as mutually agreed upon between the parties in writing. The District shall generate the renewal of the contracts annually.

9. Provider shall not in any manner (by express advocacy or other affirmative conduct) seek to compete with District for the attendance of students or engage in any conduct encouraging students eligible for attendance in schools of District to refuse attendance.
10. The District and the Provider acknowledge that no relationship is established by this contract beyond the scope of those rights and obligations specified herein. The District exercises no control over the Provider program; nor is responsible for its acts, and assumes no specific responsibility to the Provider except for those specified under the terms of this agreement. Exceptions to this are as follows:
 - a) The District shall monitor for compliance for IDEA regulations.
 - b) The District shall evaluate alternative education services of the Provider as required by ODE OAR 581-022-1350(4) and ORS 336.615, 336.665
 - c) The Provider shall submit any other evaluation or report as required by state or Federal law.
11. In order to comply with SB 819 (abbreviated school day), the Provider must offer a full school day. If the school day is shorter than a full school day, for any individual student, the Provider must immediately inform the District's case manager. If applicable, the Provider will assist with complying with all aspects of SB 819, including a) obtaining consent for discussing abbreviated school day, b) obtaining consent for offering an abbreviated school day, c) fulfill all subsequent meeting timeline requirements, d) fulfill all obligations to obtain subsequent consent for abbreviated school day, e) fulfill the timely reporting requirements to the District to meet ODE deadlines.
12. If suit or action is brought for the purpose of enforcing the terms of this agreement, the prevailing party in such suit or action shall be entitled to attorney's fees and costs in said suit or action at trial or upon appeal.
13. **HOLD HARMLESS AND INDEMNIFICATION:** to the fullest extent of the law, Provider will defend, indemnify, hold harmless and reimburse District (including its officers, board members, agents and employees from all claims, demands, suits, actions, penalties, damage expenses for liability of any kind) including attorney's fees. To the extent that death or bodily injury to persons or damage to property arises out of the fault of the Provider, the Provider indemnity obligation exists only to the extent it contributed to or caused such damage, whether or not such are contributed to or caused in any part by District.

14. **INSURANCE:** Provider shall maintain in force for the duration of this agreement a Commercial General Liability Automobile Liability (owned, non-owned and hired) Insurance policy(s) written on an occurrence basis with limits not less than \$1,000,000 per occurrence and \$2,000,000 in the aggregate naming the District, its employees, officials, and agents as an additional insured as respects to work or services performed under this agreement. This insurance will be primary to any insurance the District may carry on its own. If the District requires Professional Liability coverage, the terms conditions, and limits must be approved by the District's Risk Manager. Evidence of the above coverage issued by a company satisfactory to the District must be provided to the District by way of a certificate of insurance before any work or services commence. A 30 day written notice of cancellation or material change in coverage clause shall be included. Failure to maintain the proper insurance shall be grounds for immediate termination of this contract. The District and Provider shall indemnify and hold harmless the other from all suits or actions of every nature and description brought forth on account of any damage, injury (including death), or loss which may have been caused or may have resulted from the other's performance of this agreement.

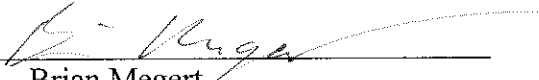
Workers' Compensation: Provider shall provide and maintain workers' compensation coverage for its employees, officers, agents, or partners as required by applicable workers' compensation laws. Provider shall provide a certificate of insurance to the District as evidence of coverage containing a 30-day notice of cancellation clause. No workers' compensation insurance shall be obtained by the District concerning the Contractor or any employees of the Contractor.

Equipment and Material: Provider shall be responsible for any loss, damage, or destruction of its own property, equipment, and materials used in connection with the work.

Subcontractors: Provider shall require all subcontractors to provide and maintain general liability, auto liability, professional liability (as applicable), and workers' compensation insurance with coverages equivalent to those required of District in this contract. Provider shall require certificates of insurance from all subcontractors as evidence of coverage.

Exception or Waivers: Any exception or waiver of these requirements shall be subject to review and approval from the District's Risk Manager.

15. The intent of this agreement is to hold harmless all current and previous contractors who have been compensated at a higher rate of pay. (This is referred to as the grandfather clause).

By:  Date: 10/20/23
Brian Megert
Special Programs Director, Springfield School District #19

By: _____ Date: _____
Jenn Davis
Co-Founder and Executive Director, Circle of Friends School



Circle of Friends
116 N 6th Street // Cottage Grove Oregon 97424
www.circleoffriendsschool.org

Admissions Disclosure Statement

Circle of Friends is a nonprofit organization that provides youth with severe disabilities and their families with monthly family-friendly public events, access to a lending library of switch or adaptive toys, Augmentative + Alternative Communication (AAC) evaluation, consultation, and systems of communication support. During no-school breaks, Circle of Friends offers monthly youth centered activities that are specially designed for youth ages preschool through middle school. In addition, Circle of Friends provides an alternative education placement for grades K-8 that provides appropriate programming in a supported community of professionals.

Circle of Friends School prioritizes individualized learning opportunities that *maximizes youth participation, amplifies youth voices, expands mobility, and fosters independence*. Each component of our school program works toward *increasing the youth's success for full participation in their school placement and community*. Youth are given the opportunity to apply acquired skills in an inclusive setting through *partnerships with local school districts and surrounding schools*.

Circle of Friends welcomes and encourages diversity. Our services are available to all who need them, without regard to ethnic background, race, color, creed, sex, sexual orientation, socio-economic status, national origin, religion, or disability in compliance with ORS 659.850(1). Due to the design of our educational program, in order to fulfill our mission, we are unable to consider admission for a youth/student with the following characteristics or learning needs:

- Behaviors that are dangerous or behaviors that would significantly disrupt or otherwise impact participation of other student's learning, pose a threat to student's safety, and inhibit classroom operation.

We have a strong commitment to quality educational services for children with severe disabilities. In order to provide the best services possible, it is essential that we maintain independence in the decision-making process and independence in the stewardship of school resources. In all circumstances, our decision-making is guided by what is in the best interest of our students. Our ability to make independent judgments would be compromised by the obligation of the needs of an outside governance board or institution. By protecting our diversity and our independence, we help to preserve the schools ability to fulfill its mission for years to come.

Circle of Friends was founded on one simple concept: youth with severe disabilities and challenges are just like anyone else – they deserve opportunities. Through resources, support, training, and a community built on compassion, we're here to break the cycle of isolation for these individuals and the people who love them.



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Program Basics + Who We Serve

Circle of Friends School is a nonprofit organization that provides youth with severe disabilities and their families with monthly family-friendly public events, access to a lending library of switch or adaptive toys, Augmentative + Alternative Communication (AAC) evaluation, consultation, and systems of communication support. During non-school breaks, Circle of Friends School offers monthly youth centered activities that are specially designed for youth ages preschool through middle school. In addition, Circle of Friends School provides an alternative education placement for grades K-8 that provides appropriate programming in a supported community of professionals.

Circle of Friends School prioritizes individualized learning opportunities that **maximizes youth participation, amplifies youth voices, expands mobility, and fosters independence**. Each component of our school program works toward **increasing the youth's success for full participation in their school placement and community**. Youth are given the opportunity to apply acquired skills in an inclusive setting through **partnerships with local school districts and surrounding schools**. We accomplish this through the following:

- Small class size and safe learning environment leading to positive student outcomes
- Holistic educational plan centered around youth success and functional skill development; functional academics, communication, self care, friendship and social skills.
- Multimodal learning opportunities
- Mobility skills and development embedded into throughout daily school activities
- Teaching methods/instructional techniques that integrate multidisciplinary team goals + treatment plans into functional skills and recreation activities
- Purpose driven learning activities that look ahead to equip youth with necessary skills to support all stages of their life
- Educator attention during learning and recreation activities that allow for individual youth's processing and response time
- Integration of youth's interest across learning and recreation activities
- Movement breaks outside of equipment to allow for independent mobility such as rolling, crawling, wiggling, self ambulation, and access to floortime
- Working in collaboration with all individuals in the youth's life across all settings; home, school, and community, including private practice therapists

- Providing access to trainings that support youth's skill development, resource coordination, community based activities appropriate for the entire family, and opportunities for no school + respite break camps

If your youth or student would benefit from an educational placement at Circle of Friends School, please contact our administration team by phone (541)-321-0107 or email jenn@circleoffriendsschool.org to schedule an initial screening.

Initial Screening

1. A member of our administrative team will share the Circle of Friends School mission, eligibility criteria, review of our program design, anticipated classroom openings, and discussion of monthly costs. The screening will include a discussion about the youth/student, their current educational placement, and individualized needs.
2. Before a scheduled site visit, our team may make arrangements to visit the youth/student's current educational placement.
3. Once eligibility criteria, observations, and other considerations are satisfied, a site visit with the family, youth/student, and school district representative will be scheduled.

Eligibility Criteria

1. A youth/student who requires the use of specialized mobility or orthopedic devices to ambulate in their environment, tools to support fine motor skills, adaptive equipment that support daily living activities and adult dependency in order to be an active participant across all settings.
1. A youth/student who has complex communication needs associated with severe speech and physical disabilities and require the use of a modality other than natural speech as a primary communication mode to meet daily social and communication needs.
2. The youth/student's primary disability includes one or more of the following but not limited to:
 - Orthopedic impairment/physical disability
 - Visual impairment/low vision/blindness/cortical vision impairment
 - Deafness/hard of hearing, significant
 - Intellectual disability
 - Undiagnosed genetic disorders

We welcome and encourage diversity. Our services are available to all who need them, without regard to ethnic background, race, color, creed, sex, sexual orientation, socio-economic status, national origin, religion, or disability in compliance with ORS 659.850(1). Due to the design of our educational program, in order to fulfill our mission, we are unable to consider admission for a youth/student with the following characteristics or learning needs:

- Behaviors that are dangerous or behaviors that would significantly disrupt or otherwise impact participation of other student's learning, pose a threat to student's safety, and inhibit classroom operation.

Other considerations:

- Can Circle of Friends School educational or nursing staff appropriately meet the health, safety, and physical care needs of the youth/student throughout their school day?

- Is our program plan and the intentional goal development appropriate to meet the learning needs of this youth/student without significant alterations to our staffing and physical setting?
- Does the youth/student's family have a working relationship with their home school district and have informed the appropriate school district representatives of the interest in Circle of Friends School?
- Is funding available to cover the student's placement costs to Circle of Friends School through the youth/student's home school district or some other funding source?

Circle of Friends School Site visit:

- Family members and school district representatives will be asked to accompany the youth/student for a site visit during school hours to meet with our team to discuss educational needs and observe our program in action. Your youth/student may be encouraged to briefly participate and/or interact with our students and educational staff.
- The youth/student's current educational team and the Circle of Friends School team will determine the appropriate next steps before finalizing admission. An admission packet will be made available.

Admissions process:

- Complete admissions packet includes the following:
 - Admissions Disclosure Statement
 - Exchange of Information/ Release of Information form signed by parent or legal guardian
 - Copies of educational records and other relevant reports
 - Supplemental video recordings demonstrating how the youth/student interacts and communicates with others are optional.
- Admission and memorandum of agreement which includes placement fees between district and Circle of Friends contract required before attending.

Alternative Education board policies links:

- Eugene 4j: Section I: Instruction >Alternative Education Program
<http://www.4j.lane.edu/board/policies/>
- Springfield: <https://policy.osba.org/sps//IGBHA%20D1.PDF>
- Creswell: <https://policy.osba.org/creswell//IGBHA%20D1.PDF>
- South Lane:
<https://1.files.edl.io/wrCCGIECrackYfypZBLuAtsPu3OxPXtkvqKOI5SxN3QwWHBV.pdf>
- Pleasant Hill: <https://policy.osba.org/phill//IGBHA%20G1.PDF>
- Crow-Applegate-Lorane: <https://policy.osba.org/crowap//IGBHA%20D1.PDF>
- Lowell: Look for district policy IGBHA
https://www.lowell.k12.or.us/wp-content/uploads/2014/07/District_Policy_Book_8-2-2012.pdf
- Oakridge: <https://policy.osba.org/oakridge//IGBHA%20D1.PDF>

Circle of Friends School

Statement of Activity

January - March, 2024

	JAN 2024	FEB 2024	MAR 2024	TOTAL
Revenue				
Contributions & Support (Unrestricted)				\$0.00
Corporate Contributions		135.27	1,500.00	\$1,635.27
Foundation Grants	75.00			\$75.00
Individual Contributions	435.00	2,570.00	4,828.00	\$7,833.00
Total Contributions & Support (Unrestricted)	510.00	2,705.27	6,328.00	\$9,543.27
Services				\$0.00
Staff Planning & Delegation		665.00	525.00	\$1,190.00
Tuition Revenue	32,340.00	32,340.00	32,340.00	\$97,020.00
Total Services	32,340.00	33,005.00	32,865.00	\$98,210.00
Total Revenue	\$32,850.00	\$35,710.27	\$39,193.00	\$107,753.27
GROSS PROFIT	\$32,850.00	\$35,710.27	\$39,193.00	\$107,753.27
Expenditures				
Facilities				\$0.00
Janitorial	210.00	240.00	210.00	\$660.00
Rent & Lease	3,250.00	3,250.00	3,250.00	\$9,750.00
Repairs & Maintenance	130.00			\$130.00
Utilities	604.51	604.58	1,158.93	\$2,368.02
Total Facilities	4,194.51	4,094.58	4,618.93	\$12,908.02
General & Administrative				\$0.00
Bank Service Fees	45.95	5.95	-2.05	\$49.85
Dues & Subscriptions			250.00	\$250.00
General Supplies & Printing	50.11			\$50.11
Insurance		690.11	247.00	\$937.11
Legal & Professional Services			390.00	\$390.00
Office Furniture & Equipment		214.99	532.00	\$746.99
Office Supplies & Software	533.09	658.06	404.66	\$1,595.81
Stripe Fees	17.01	79.68	120.08	\$216.77
Total General & Administrative	646.16	1,648.79	1,941.69	\$4,236.64
Marketing & Development				\$0.00
Development Expenses	904.00		585.00	\$1,489.00
Total Marketing & Development	904.00		585.00	\$1,489.00
Office/General Administrative Expenditures		0.00		\$0.00

Circle of Friends School

Statement of Activity

January - March, 2024

	JAN 2024	FEB 2024	MAR 2024	TOTAL
Operational Expenses				\$0.00
School Expenses				\$0.00
Classroom Lunches - Food	181.94	99.73		\$281.67
Classroom Lunches - Supplies	151.17	18.97	71.17	\$241.31
Cleaning Supplies	150.86	837.43		\$988.29
Curriculum Expenses	140.02	184.08		\$324.10
Misc. School Expenses	727.65	862.24		\$1,589.89
Misc. School Supplies	358.40	155.38	885.29	\$1,399.07
OT Supplies	59.95			\$59.95
PPE & First Aid Supplies	152.90	259.97		\$412.87
School Tools		635.96		\$635.96
Staff Training Meals	165.60	59.94	141.72	\$367.26
Total School Expenses	2,088.49	3,113.70	1,098.18	\$6,300.37
Total Operational Expenses	2,088.49	3,113.70	1,098.18	\$6,300.37
Personnel				\$0.00
Contractors	6,081.19	8,158.24	5,064.12	\$19,303.55
Health Insurance	1,551.34	2,230.07	2,230.07	\$6,011.48
Payroll Processing Fees	169.69	150.37	103.37	\$423.43
Payroll Tax Expenses	1,799.11	1,988.04	1,946.53	\$5,733.68
Recruiting		20.00		\$20.00
Retirement Benefits	474.16	474.16	474.16	\$1,422.48
Salaries & Wages	18,126.40	20,032.67	19,514.16	\$57,673.23
Workers Comp	241.68		139.78	\$381.46
Total Personnel	28,443.57	33,053.55	29,472.19	\$90,969.31
Total Expenditures	\$36,276.73	\$41,910.62	\$37,715.99	\$115,903.34
NET OPERATING REVENUE	\$ -3,426.73	\$ -6,200.35	\$1,477.01	\$ -8,150.07
Other Revenue				
Interest Income	1.10	1.05	1.15	\$3.30
Total Other Revenue	\$1.10	\$1.05	\$1.15	\$3.30
NET OTHER REVENUE	\$1.10	\$1.05	\$1.15	\$3.30
NET REVENUE	\$ -3,425.63	\$ -6,199.30	\$1,478.16	\$ -8,146.77

Student Learning Plan



School year: _____

Student Learning Plan for _____

Student Details

Name			
DOB			
Student ID			
Grade			
Teacher			
Date:		Review Date	

Delete this box and
insert a student
photo

Important Information

Eligibility (if relevant)	
School based Team	
Outside agencies involved	
Current Referrals or Reports	

Student Strengths and Interest	
Key Outcomes	<ol style="list-style-type: none"> 1. 2. 3.

Support Needs

Strategies and Adjustments

Communication (<i>expressive/receptive etc</i>)	
Personal (<i>hygiene, food, medication etc</i>)	

Physical (<i>fine/gross motor, specialised equipment etc</i>)	
Social/Emotional (<i>self awareness, social awareness etc</i>)	
Sensory (<i>noise, lighting etc</i>)	
Transitions (<i>between activities/classes etc</i>)	
Method of Reporting: (<i>is student reported against LP or current Curriculum level</i>)	

Academic Content Standards & Core Curriculum

Key Outcome 1		
What we currently see	Goals	Strategies and Adjustments
Evidence to show that goals have been achieved (date and sign each observation)		

APPENDIX A: 2023-24 OREGON STATEWIDE SUMMATIVE TEST SCHEDULE

All dates apply to 2024 unless noted otherwise.

Statewide Summative Content Assessments

The test window for the statewide summative content assessments applies both to the online General Assessments and to the Alternate (Oregon Extended) Assessments.

Assessment	Assessed Grades	Test Window
English Language Arts and Mathematics ^{A B}	3-8	4/2 – 6/14
Science ^{A B}	5, 8	3/5 – 6/14
English Language Arts, Mathematics, and Science ^{A B}	11 ^C	2/6 – 6/14

Statewide Summative English Language Proficiency Assessment Test Window

Assessment	Assessed Grades	Test Window
ELPA Summative ^A	K, 1, 2-3, 4-5, 6-8, 9-12	1/9 – 4/12
Alt ELPA	K, 1, 2-3, 4-5, 6-8, 9-12	1/30 – 4/12

Remote Statewide Summative Assessments

Assessment	Assessed Grades	Test Window
Remote English Language Arts, Mathematics	3-8	4/2 – 6/14
Remote Science	5, 8	3/5 – 6/14
Remote English Language Arts, Mathematics, and Science	11	2/6 – 6/14
Remote ELPA	K, 1, 2-3, 4-5, 6-8, 9-12	3/5 – 4/12

Community Informed Information Gathering Process at Kindergarten

Assessment	Assessed Grades	Test Window
ELTC Family Conversation (volunteer classrooms only—not required statewide)	Kindergarten	Locally determined (contact ODE for assistance)

Student Educational Equity Development Surveys (SEED and Alt-SEED Surveys)

Survey ^D	Assessed Grades	Test Window
SEED	3-11	3/5 – 6/14
Alt-SEED Survey	3-8 and 11 ^E	3/5 – 6/14

National Assessment of Educational Progress Test Window

Assessment	Assessed Grades	Test Window
NAEP (Selected schools only)	4, 8, and 12	1/29 – 3/8

Nationally Normed College Entrance Examination

Assessment	Assessed Grades	Test Window
Pre-ACT	10	10/2/23 - 4/9/24 (Locally determined within this window)

^A Online testing may be periodically [offline for scheduled maintenance](#).

^B If the data entry deadline is missed, students will be counted as non-participants. Oregon Extended tests are available for download at the start of the respective test windows. Oregon Extended tests requiring Braille or Large Print format must be ordered during the order window: 11/06/23 – 1/05/24.

^C The High School grade of accountability is Grade 11. Although not required, Grade 10 students who have successfully completed advanced coursework, and Grade 12 students who elect to retest, may also test.

^D The SEED Survey is available remotely as an Assignment via standard web browser throughout the listed test window. The SEED Survey is available remotely via the Secure Browser 3/5 - 6/14. The Alt SEED Survey is not available remotely.

^E The Alt-SEED will add Grades 9 and 10 in 2024-25.

Enter P for Present, L for Late, E for Excused absence, and U for Unexcused absence. Use the 'Attendance key' tab to customize.

Circle of Friends Scho	1/4	1/5/24	1/8	1/9	1/10	1/11	1/12	1/15	1/16	1/17	1/18	1/19	1/22	1/23	1/24	1/25	1/26	1/29	1/30	1/31	Late	Excused absence	Unexcused absence	School Closure	Inclement Weather	Holiday
Jenn Davis-Executive Director, Building Administrator, Lead Teacher	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	L	E	U	C	I	H
☒	P	P	P	P	P	P	P	H	I	I	I	I	I	P	P	P	P	P	P	E	0	1	0		5	1
☒	P	P	P	P	P	P	P	H	I	I	I	I	I	P	P	E	P	P	P	P	0	1	0		5	1
☒	P	P	P	P	P	P	P	H	I	I	I	I	I	P	P	P	P	P	P	P	0	0	0		5	1
☒	P	P	P	P	P	P	P	H	I	I	I	I	I	P	P	P	E	P	P	P	0	1	0		5	1
☒	E	P	P	P	P	P	P	H	I	I	I	I	I	P	P	E	P	P	P	E	0	3	0		5	1
☒	P	P		P		E	E		I		I	I		P		P	P		P		0	2	0		3	
☒	P	P	P	P	P	P	P	H	I	I	I	I	I	P	P	P	P	P	E	P	0	1	0		5	1

SOUTH LANE COUNTY FIRE AND RESCUE

INSPECTION REPORT

CIRCLE OF FRIENDS SCHOOL, 116 N 6TH ST, BLDG 116 N 6TH, COTTAGE GROVE OR 97424



DETAILS

Inspection Date: 12/27/2023 | Inspection Type: Annual | Inspection Number: 302 | Shift: N/A | Station: N/A | Unit: N/A |
Lead Inspector: DANNY SOLESBEE | Other Inspectors: N/A

VIOLATIONS AND COMPLIANCES

No Violations or Compliances selected to show for this inspection. Please reach out to the lead inspector for more details.
Resolved Violations: 0 | Passed Codes: 0 | Violations: 0 | N/A Codes: 0

NEXT INSPECTION DATE

12/27/2024

CONTACT SIGNATURE

Luke Lonstron
Signed on: 12/27/2023 @ 10:49

A handwritten signature in black ink, appearing to be 'X', is written over a horizontal line.

INSPECTOR SIGNATURE

DANNY SOLESBEE
Signed on: 12/27/2023 @ 10:51

A handwritten signature in black ink, appearing to be 'Danny Solesbee', is written over a horizontal line.

QUESTIONS ABOUT YOUR INSPECTION?

DANNY SOLESBEE
DSOLESBEE@SOUTHLANEFIRE.ORG
No phone number available

Hello and welcome to your Safe Schools training schedule. Here is the information you will need to get started:






URL: <https://circleoffriendsschool-or.safeschools.com>

Username: your cof email address (____@circleoffriendsschool.org or _____@coforegon.org)

Password: 1234

Please respond to this email if you have been able to successfully log in and are able to see the list of mandatory training that I have assigned you.

Training Plans

- **Bloodborne Pathogen Exposure Prevention**
Full Course
Mandatory Training 
- **Child Abuse: Mandatory Reporting**
Full Course (Oregon)
Mandatory Training
- **Concussion Awareness: Athletics**
Full Course
Mandatory Training
- **FERPA: Confidentiality of Records**
Full Course
Mandatory Training
- **Health Emergencies: Life-Threatening Allergies**
Full Course
Mandatory Training
- **Integrated Pest Management**
Full Course (Oregon)

Training Plans



Medication Administration Basics

Full Course (Oregon)

Mandatory Training ▾



Medication Administration: Diastat

Full Course

Mandatory Training ▾



Medication Administration: Epinephrine Auto-Injectors

Full Course

Mandatory Training ▾



Medication Administration: Glucagon

Full Course

Mandatory Training ▾



Medication Administration: Naloxone

Full Course

Mandatory Training ▾

Training Plans



Responding to Bullying (K12 Teachers and Staff)

Full Course

Mandatory Training



Sexual Conduct: Staff-to-Student

Full Course (Oregon)

Mandatory Training



Sexual Misconduct: Staff-to-Student

Full Course (Oregon)

Mandatory Training



Steroid and PED Awareness

Full Course (Oregon)

Mandatory Training