

**ALTERNATIVE EDUCATION PROGRAMS
TOOLKIT for
REVIEW of the DISTRICT'S POLICIES, PROCEDURES**

"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. When used in this toolkit, "program" may be a school, class, or other grouping.

This toolkit is intended to provide a resource for school districts and school district boards for reviews of their alternative education program policies and procedures. Districts are encouraged to self-assess their compliance with the Oregon Revised Statutes, Oregon Administrative Rules, and Standards for Private Alternative Programs cited in the toolkit. References to sample policies of the Oregon School Boards Association (OSBA) related to alternative education programs are included.

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.

Please direct questions or comments to Annie Marges .She can also be reached at 503-934-0787.

**SCHOOL DISTRICT SELF ASSESSMENT
ALTERNATIVE EDUCATION PROGRAM POLICIES AND PROCEDURES**

PROGRAM APPROVAL AND EVALUATION: OAR 581-022-1350 (2)

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
-----------------	--	---

The district has policies and procedures for the approval and annual evaluation of public and private alternative education programs under ORS 336.615-665 that receive public funds. Policies and procedures for approval and annual evaluation of each alternative program ensure the following.	C	Please see IGBHA, IGBHA-AR(1), and IGBHA-AR(2)
--	----------	--

<i>Each Private Alternative Program</i>		
Prior to contracting with or distributing public funds to a private alternative program, the district confirms that the program is registered with the Oregon Department of Education as required by OAR 581-021-0072.	C	Circle of Friends now listed on ODE as an Approved Private Alternative School. Their Institutional ID is 5838.
Prior to contracting with or distributing public funds to a private alternative program, the district confirms that the program has an institution identification number assigned by the ODE.	C	See Above
The district's evaluation and approval of each private alternative program includes a review of the program's annual statement of expenditures consistent with ORS 336.635(2). See the ODE alternative education webpage for model formats	C	Form 990 Attached for most recent year available (FY2024) and see 2025 Annual Statement of Activity Attached

Each Private Alternative Program		
Prior to contracting with or distributing public funds to a private alternative program, the district confirms that the program is registered with the Oregon Department of Education as required by OAR 581-021-0072.	C	Circle of Friends now listed on ODE as an Approved Private Alternative School. Their Institutional ID is 5838.
Before contracting with a private alternative program for special education services, the district confirms that the private program is approved by the ODE to provide those services.	C	Circle of Friends is on ODE approval list posted on ODE website.
Each private alternative program enhances the ability of the district and its students to achieve district and state standards. Each contract between the district and a 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	C	Please see Sample of MOA agreement attached
Each contract between the school district and a 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.	C	Please see Sample of MOA agreement attached
Each 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.	C	Please see Sample of MOA agreement attached

Each Public Alternative Program		
Each public alternative program complies with all state statutes and rules and federal laws that apply to public schools.	C	Annual Alt Ed Evaluation approval process.

Each Public or Private Alternative Program		
An education plan and education profile that meet the requirements of OAR 581-	C	COF is designed to support students

Each Public or Private Alternative Program		
022-1120(3)(a) and (b) and 581-022-1130(3) are designed and implemented with each student in the program.		with significant health and complex educational needs.
Each student's education plan includes criteria for determining if, when, where, and how the student may transition from the alternative program.	C	As per the contract, this is individualized, and the contract includes a statement that the contract district, COF, and parents establish the criteria for transitioning from the alternative program.
A transportation plan is in place ensuring that the program is accessible to each student approved for placement in the program.	C	COF works with each sending district to ensure students have access to transportation, when needed.
The program complies with each eligible student's IEP	C	Each contracting district maintains an IEP case manager to ensure that FAPE is provided.
The program assists the district in meeting its comprehensive K-12 instructional program.	C	COF's specialized services help districts maintain a full continuum of services as mandated by IDEA. COF now extends through high school.
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	Please see district policy IGBHG. Students attending COF are typically working toward alternative standards.
The program ensures that each student participates in district and state assessments of student achievement.	C	Please see district policy IGBHA. Students attending COF qualify to take the Oregon Extended

<i>Each Public or Private Alternative Program</i>		
		Assessment, and COF staff are trained to administer it.
The results of student performance on state assessments are reported annually to students, parents, and the school district.	C	Extended Assessment results are shared with parents, and accessed by the District once ODE publishes the results
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 reported on a monthly basis to the district.
The program's local and state assessment, attendance, behavior, graduation, dropout, and other data required by the district are included in the district's at least annual evaluation of the program.	C	Annual Alt Ed Evaluation approval process.
The program provides one or more of the activities listed in OAR 581-023-0008, Accountable Activities, that are approved by the school district by contract: tutorial; small group; large group; personal growth and development instruction; counseling and guidance; computer assisted instruction; vocational training; cooperative and/or supervised work experience; supervised community service activities; supervised independent study aligned with the student's educational goals.	C	Within their specialized programming for students who need this level of placement, COF provides multiple activities listed in OAR 581-023-0008.
The district school board does not approve the enrollment of a pupil in a private alternative program unless the private alternative program meets all requirements of OAR 581-021-0045, Discrimination Prohibited.	C	Please see the attached Non-Discrimination Policy from COF, and their annual approval letter is also attached.
Each teacher in a public alternative program holds a valid Oregon teaching license. Any Oregon teaching license is valid in an alternative program operated by a school district or ESD. A registered	C	Teacher record information is attached.

<i>Each Public or Private Alternative Program</i>		
private alternative program is not required to employ only licensed teachers.		
The at least annual evaluation is in writing and a copy is provided to the program on or before June 30. A district, for good cause, may apply to the ODE for an extension of this timeline if the program operates year around and there is good cause for an extension.	C	Please see the attached annual approval letter

Example Indicators of Compliance for Use Above:

- Current district policies
- Minutes of school district or education service district board meetings
- Contract(s) with the private alternative program
- Written evaluations of the public and private program
- Reviewed financial statement(s) from the private alternative program
- Curriculum mapping/alignment documents from the public or private alternative program
- 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

PLACEMENTS OF STUDENTS: OAR 581-022-1350 (5)		
The district has policies and procedures to approve placing a student in district approved public and private alternative education programs/schools. The policies and procedures ensure the following.	C	Please see Policy IGBHB and IGBHC-AR
Students placed in alternative education programs are those whose educational needs and interests are best served by participation in such programs and will include but not be limited to those students identified by ORS 339.250(9) (certain expulsions) and by OAR 581-022-1110(5) (Certificate of Initial Mastery Requirements).	C	COF provides specialized programming for students who are individually placed consistent with the district's board policies regarding the placement option.
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.	C	COF provides specialized programming for students who are individually placed consistent with the district's board policies regarding the placement option.
Each placement of a student in a public or private alternative education program is made only if he student is a resident of the	C	COF provides specialized programming for

PLACEMENTS OF STUDENTS: OAR 581-022-1350 (5)		
district and the district has legal responsibility for the student's education.		students who are individually placed consistent with the district's board policies regarding the placement option.
Prior to placement of a student in a public or private alternative education program, the district consults with the student's parent or guardian and determines that the student is not benefiting, has not benefited, or will not benefit from attendance in other district schools or programs.	C	This is part of the individualized placement process for each sending district, and the COF Internal Referral Packet helps teams analyze potential placement.
Each placement of a student in a public or private alternative education program is consistent with the student's education plan (see page 3 above).	C	This is part of the individualized placement process for each sending district, and the COF Internal Referral Packet helps teams analyze potential placement.
Each placement of a student in a public or private alternative education program is made only if the program has been determined by the district, according to district policy, to best serve the student's educational needs and interests, within district and state academic standards.	C	This is part of the individualized placement process for each sending district, and the COF Internal Referral Packet helps teams analyze potential placement.
Each placement of a student in a public or private alternative education program is made only if approved by the student's resident school district and attending school district.	C	This is part of the individualized placement process for each sending district, and the COF Internal Referral Packet helps teams analyze potential placement.
Each placement of a student in a public or private alternative education program is	C	This is part of the individualized

PLACEMENTS OF STUDENTS: OAR 581-022-1350 (5)		
made consistent with district board adopted policies and procedures.		placement process for each sending district, and the COF Internal Referral Packet helps teams analyze potential placement.
If a student will receive special education services from the program, prior to the placement, the district determines if the Department of Education has approved the program to provide special education services.	C	COF is on the ODE approved list, and please also see the attached approval letter.

Indicators of Compliance for Use Above:

- Current district student placement policies
- Student referral form(s)/format(s) with criteria
- Contract(s) with the private alternative program(s)/school(s)

REQUESTS FOR PROGRAMS: OAR 541-022-1350(6)

The district has policies and procedures for students, parents or guardians of students residing in the district to request the establishment of new alternative education programs.	C	IGBHB-AR
--	----------	----------

Indicators of Compliance for Use Above:

- Current district policies
- Minutes of school district board, education service district board, or other public meetings
- Publications, announcements to students, parents, guardians
- Forms, formats, procedures for students, parents or guardians to request establishment of programs within the district.

NOTIFICATIONS OF LAW AND AVAILABLE PROGRAMS: OAR 581-022-1350(7)

The district has policies and procedures for notification of students, parents or guardians about the following:	C	Policy IGBHC and IGBHC-AR
• The law regarding alternative education programs.		
• Availability of existing alternative education programs.		
• The procedures to request the establishment of new alternative education programs.		
Consistent with OAR 581-021-0071(2), Specific Notices Required, the district provides notices in the following situations:	C	Policy JGEA
• Upon the occurrence of a second or any subsequent occurrence of a severe disciplinary problem within a three-year period.		
• When the district finds a student's attendance pattern to be so erratic that the student is not benefiting from the educational program.		
• When the district is considering expulsion as a disciplinary alternative.		
• When a student is expelled in compliance with ORS 339.250.		
• When an emancipated minor, parent, or legal guardian applies for a student's exemption from compulsory attendance on a		

NOTIFICATIONS OF LAW AND AVAILABLE PROGRAMS: OAR 581-022-1350(7)		
semiannual basis as provided in ORS 339.030(5).		
Consistent with OAR 581-021-0071(3), Notice Content, the notifications include at least the following:	C	IGBHC-AR
The student's action, which is the basis for consideration of alternative education.		
A listing of alternative programs available to the student for which the district would provide financial support. The district is not obligated to provide financial support when the student is semi-annually exempted from compulsory attendance to attend community college or be lawfully employed.		
The program is recommended for students based on their learning styles and needs.		This is part of the IEP placement process.
Procedures for enrolling the student in the recommended program.		These are listed on the COF referral packet.
When the parent or guardian's language is other than English, the district provides notification in manner that the parent or guardian can understand.		

Consistent with ORS 329.485 (6-7), if a student has not met or has exceeded all of the academic content standards, the school district makes additional services or alternative educational or public school options available to the student. If the student to whom additional services or alternative educational options have been made available does not meet or exceed the academic content standards within one year, the school district, with the consent of the parents, makes an appropriate placement, which may include an alternative education program or the transfer of the student to another public school in the district or to a public school in another district that agrees to accept the student. The district that receives the student shall be entitled to payment. (See ORS 329.485(7) for payment.)	C	IGBHA-AR
Consistent with OAR 581-021-0071(4), Methods, the district informs all parents or guardians of the law regarding alternative education and of the educational services available to students by such means as the student/parent handbook, notice in the local newspaper, or individual letter.	C	IGBHC
Consistent with OAR 581-021-0076, Notices to Exempted Students, when an exemption from compulsory attendance is granted to the parent or legal guardian of a child 16 or 17 years of age or an emancipated minor for lawful full-time employment, for full-time enrollment in a school, or for a combination of those, the district gives written notice of the alternative education program(s) available.	C	IGBHC

Indicators of Compliance for Use Above:

- Current district policies
- Minutes of school district board, education service district board, or other public meetings
- Publications, announcements to students, parents, guardians (e.g. handbooks, letters, newspaper announcements)
- Forms, formats, procedures for students, parents or guardians to request establishment of programs within the district

PARTICIPATION IN DEVELOPMENT: OAR 581-022-1350(6)

The district provides opportunities for participation by educators, community members, and parents or guardians in the development of alternative education policies and procedures.	C	In accord with district policy development, or if new alt ed sites are established.
--	----------	---

Indicators of Compliance for Use Above:

- Current district policies
- Minutes of school district board, education service district board, or other public meetings
- Publications, announcements to students, parents, guardians
- Forms, formats, procedures documenting opportunities for students, parents or guardians to participate in the development of district alternative education program policies

STATE SCHOOL FUND-CLAIMS AND PAYMENTS

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.	C	Billing is monthly
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	ADM reporting is completed within state law requirements.
Activities provided by each public or private alternative education program and claimed for state school funds, and the	C	Programming activities are consistent with OAR

STATE SCHOOL FUND-CLAIMS AND PAYMENTS		
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 each private alternative program.		581-023-0008. Diploma requirements do not apply.
Students receiving online instruction are accounted for consistent with reporting guidelines published in the Oregon Student Personnel Accounting Manual.	NA	NA
State school funds for students in full and part-time alternative education programs are claimed consistent with the formulas described in Section 3.0, Student Measures, of the Oregon Student Personnel Accounting Manual.	C	Documents from Finance Dept.

Indicators of Compliance for Use Above:

- ADM reports to the district from programs
- ADM reports from the district to the ODE
- Communications with Oregon Department of Education, School Finance

EDUCATION RECORDS AND REPORTS		
Consistent with OAR 581-023-0006(8), Private Alternative Programs, each contracted private alternative program is required to do the following:	C	
• Maintain records of school attendance, group sizes, and other information required by the contracting district.	C	
• Report 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.	C	Records are maintained for 10 years within the private alternative education program and according to state law.
• Retain student attendance records for at least two years.	C	
The district maintains education records for each student in a public or private alternative education program consistent	C	Records are maintained according to state law.

EDUCATION RECORDS AND REPORTS		
with OAR 581-022-1660(3) and with OAR 581-021-0210 through 581-021-0440.		

Indicators of Compliance for Use Above:

- Reports to the district from the programs
- Records maintained by the programs and the district
- Assurances or on-site inspections for retentions of records

STUDENT LEVEL DATA REPORTING		
The district includes data for each student in a public or private alternative program in reports required by the ODE.	C	Student data reporting is the responsibility of the district.

Comments/Notes/Next Steps:

Evaluator: Seth Pfaefflin

Evaluator email: pfaefflin_s@4j.lane.edu

Program Contact Name: Jill Murray and Jenn Davis

Program Contact Phone: 541-321-0107

Program Contact Email: jill@coforegon.org or jenn@coforegon.org

Environmental Health Inspection
For Child-Caring Agencies Licensed under Chapter 413 Division 215

Agency Name: Circle of Friends	Date of Inspection: 10/31/2025 ☐ New ☒ Renewal
Address (where children are housed and cared for): 116 N. Whitlock Cottage Grove, Oregon 97424	
Agency Director: Jill Murray	Age range: 5-12 years
Telephone number: (458) 245-0343	Capacity: 8
Fax number:	Email: jill@coforegon.org

Building Safety and Environmental Health	In comp	Not in comp	Comments
Garbage/solid waste method of disposal and storage is approved	✓		
Garbage/solid waste disposed of weekly or as necessary	✓		Daily
Sewage & liquid waste controlled & disposed of per D.E.Q. rules	✓		City sewer
All tubs/showers/sinks/toilets clean and free from odors	✓		
Hot water temperatures for hand washing/bathing does not exceed 120°Fahrenheit	✓		110°F in student rest-room
Hot and cold running water are available at taps as appropriate	✓		
Approved hand washing sink	✓		In kitchen and all restrooms
Hazardous materials (such as cleaning supplies, poisons, insecticides, and other hazardous materials) are properly handled and kept in locked storage	✓		Not in locked storage, but not accessible to children
Adequate vector and pest control (including the use of pesticides and other chemical agents)	✓		works with pest control company
All floors, walls, ceilings, and equipment are clean and in good repair	✓		
Grounds are free of litter and refuse	✓		
Soiled linens & clothing are stored in an area separate from kitchen, dining area, clean linen, clothing, and non-refrigerated food			All soiled clothes are put in a purple diaper sacks and sealed, and sent home day of
Building is ventilated and free of excessive heat, condensation and obnoxious odors	✓		Central heat, central air
Food Services	In comp	Not in comp	Comments
Food is cooked, stored and served at proper temperatures	✓		All food is sent to facility by family with preparation guidance.
No foods from unapproved sources are served (e.g. raw milk, unpasteurized juice, uninspected meats)	✓		
All food and drink utensils/dishes/silver are	✓		

durable, nontoxic, and nonabsorbent and are washed/sanitized after each use	✓		Staff will be using Oxivir, a H2O2 based sanitizer for food surfaces.
All food and drink utensils are stored to prevent contamination	✓		Staff also have bleach test strips and primarily use the domestic dish washer
All employees who handle food served to children must have a valid food handlers card	✓		4 Food handlers w/ valid cards
Recreational Assessment	In comp	Not in comp	Comments
Areas used for recreation (such as playground, swimming pool, or ball court) are free of hazardous conditions	✓		
Water System	In comp	Not in comp	Comments
Continuous supply of hot and cold water conveniently located throughout the building	✓		
Water supply source: <u>City of Cottage Grove</u>			
Test Date (if applicable) <u>N/A</u>			
Meets Public Health Division Standards for community and public water supply systems (OAR Chapter 333)	✓		
Additional Concerns			
Notes: Bleach wipes are too strong for food prep/food service areas. When dried, can leave a chemical residue. Use Oxivir, or bleach at 50-100 ppm for sanitization of dishes, utensils, or food prep surfaces. Same for food serving areas.			

☒ Approved ☐ Not Approved

☐ Approved for _____ days. Re-inspection required for final approval

Return Form to: Department of Human Services Children's Care Licensing Program 201 High Street, Suite 500 Salem, OR 97301 503-373-2196	Environmental Specialist Signature <u>Zach Roberts</u> Date <u>10/31/25</u> Phone <u>541-521-0353</u>	Printed Name <u>Zach Roberts, RCHS</u> Email <u>zach.roberts@oregoncountypa.gov</u>
---	--	--

Comments: (add sheets if needed)

Environmental Health Inspection
For Child-Caring Agencies Licensed under Chapter 413 Division 215

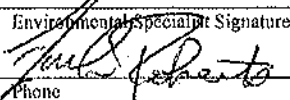
Agency Name: Circle of Friends	Date of Inspection: 10/31/2025 ☐ New ☒ Renewal
Address (where children are housed and cared for): 116 N. Whitaker Cottage Grove, Oregon 97424	
Agency Director: Jill Murray	Age range: 5-12 years
Telephone number: (458) 245-0343	Capacity: 8
Fax number:	Email: jill@cofofriends.org

Building Safety and Environmental Health	In comp	Not in comp	Comments
Garbage/solid waste method of disposal and storage is approved	✓		
Garbage/solid waste disposed of weekly or as necessary	✓		Daily
Sewage & liquid waste controlled & disposed of per D.E.Q. rules	✓		City sewer
All tubs/showers/sinks/toilets clean and free from odors	✓		
Hot water temperatures for hand washing/bathing does not exceed 120°Fahrenheit	✓		110°F in student rest-room
Hot and cold running water are available at taps as appropriate	✓		
Approved hand washing sink	✓		In Kitchen and all restrooms
Hazardous materials (such as cleaning supplies, poisons, insecticides, and other hazardous materials) are properly handled and kept in locked storage	✓		Not in locked storage, but not accessible to children
Adequate vector and pest control (including the use of pesticides and other chemical agents)	✓		works with pest control company
All floors, walls, ceilings, and equipment are clean and in good repair	✓		
Grounds are free of litter and refuse	✓		
Soiled linens & clothing are stored in an area separate from kitchen, dining area, clean linen, clothing, and non-refrigerated food			All soiled clothes are put in a purple diaper sacks and sealed, and sent home daily
Building is ventilated and free of excessive heat, condensation and obnoxious odors	✓		Central heat, central air
Food Services	In comp	Not in comp	Comments
Food is cooked, stored and served at proper temperatures	✓		All food is sent to facility by family with preparation guidance.
No foods from unapproved sources are served (e.g. raw milk, unpasteurized juice, uninspected meats)	✓		
All food and drink utensils/dishes/silver are	✓		

durable, nontoxic, and nonabsorbent and are washed/sanitized after each use	✓		staff will be using Oxivir, a H2O2 based sanitizer for food surfaces.
All food and drink utensils are stored to prevent contamination	✓		staff also have bleach & test strips and primarily use the domestic dish washer
All employees who handle food served to children must have a valid food handlers card	✓		4 food handlers w/ valid cards
Recreational Assessment	In comp	Not in comp	Comments
Areas used for recreation (such as playground, swimming pool, or ball court) are free of hazardous conditions	✓		
Water System	In comp	Not in comp	Comments
Continuous supply of hot and cold water conveniently located throughout the building	✓		
Water supply source: <u>City of Cottage Grove</u> Test Date (if applicable) <u>N/A</u>			
Meets Public Health Division Standards for community and public water supply systems (OAR Chapter 333)	✓		
Additional Concerns			
Notes: Bleach wipes are too strong for food prep/food service areas. When dried, can leave a chemical residue. Use Oxivir, or bleach at 50-100 ppm for sanitization of dishes, utensils, or food prep surfaces. Same for food serving areas.			

☒ Approved ☐ Not Approved

☐ Approved for _____ days. Re-inspection required for final approval

Return Form to: Department of Human Services Children's Care Licensing Program 201 High Street, Suite 500 Salem, OR 97301 503-373-2196	Environmental Specialist Signature  Date <u>10/31/25</u> Phone <u>541-521-0353</u>	Printed Name <u>Zach Roberts, RCHS</u> Email <u>Zach.Roberts@onecountypa.gov</u>
---	--	---

Comments: (add sheets if needed)

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: 03/12/2025 | Inspection Type: State Licensing Inspection | Inspection Number: 357 | 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

03/13/2026

CONTACT SIGNATURE

Trevor monreal
Signed on: 03/13/2025 @ 10:02

A handwritten signature in black ink, appearing to be "Trevor monreal".

INSPECTOR SIGNATURE

DANNY SOLESBEE
Signed on: 03/13/2025 @ 10:02

A handwritten signature in black ink, appearing to be "Danny Solesbee".

QUESTIONS ABOUT YOUR INSPECTION?

DANNY SOLESBEE
DSOLESBEE@SOUTHLANEFIRE.ORG
No phone number available



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

2/12/2026

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Hub International Northwest, LLC 560 Country Club Pkwy Eugene OR 97401	CONTACT NAME: Andrea Lamanna		
	(A/C, No, Ext): PHONE 541-434-8309	(A/C, No): FAX	541-623-4864
	E-MAIL ADDRESS: [REDACTED] INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A : Alliance of Nonprofits for Insurance		10023
INSURED CIRC OFF-01	INSURER B : SAIF Corporation		36196
Circle of Friends School PO Box 2811	INSURER C :		
Eugene OR 97402	INSURER D :		
	INSURER E :		
	INSURER F :		

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

1227845358

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

LTR INSR

TYPE OF INSURANCE		A D D I T I O N A L	S U B R W I T H	POLICY NUMBER	(MM/DD/YYYY) POLICY EFF	(MM/DD/YYYY) POLICY EXP	LIMITS	
X	COMMERCIAL GENERAL LIABILITY CCUR	Y	Y	02CP00675680104	2/11/2026	2/11/2027	EACH OCCURRENCE	
	CLAIMS-MADE ^X						DAMAGE TO RENTED PREMISES (Ea occurrence)	
							MED EXP (Any one person)	
							PERSONAL & ADV INJURY	
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	

X	POLICY PROJECT LOC						PRODUCTS - COMP/OP AGG
	OTHER:						
AUTOMOBILE LIABILITY ANY AUTO OWNED SCHEDULED AUTOS ONLY AUTOS HIRED NON-OWNED AUTOS ONLY AUTOS ONLY		Y		CWB003070501	2/11/2026	2/11/2027	COMBINED SINGLE LIMIT(Ea accident)
							BODILY INJURY (Per person)
							BODILY INJURY (Per accident)
							PROPERTY DAMAGE (Per accident)
X	CLAIMS-MADE RETENTION \$ UMBRELLA LIAB OCCUREXCESS LIAB	Y	Y	02UB00675680103	2/11/2026	2/11/2027	EACH OCCURRENCE
							AGGREGATE
DED							
WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) DESCRIPTION OF OPERATIONS below if yes, describe under		N / A		100040622	1/1/2026	1/1/2027	X STATUT E PER ERO TH
							E.L. EACH ACCIDENT
							E.L. DISEASE - EA EMPLOYEE
							E.L. DISEASE - POLICY LIMIT
SOCIAL SERVICE PROFESSIONAL LIAB		Y	Y	CWB003070501	2/11/2026	2/11/2027	OCCURRENCE/AGGREGAT E

A 1,000,000

\$
500,000
\$
2,000,000
\$
\$
2,000,000 \$
\$ \$

A
\$ 20,000
\$ 1,000,000
A 1,000,000

\$
\$ \$

B

\$
1,000,000
\$
\$
500,000
\$
500,000
\$
500,000
\$

A 1M/1M

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required) Property Located 116 N 6th Street, Cottage Grove, OR 97424.
HY5 Holdings LLC is included as Additional Insured with respect to policy terms and conditions.
Coverage is Primary and Waiver of Subrogation applies when required by written contract.

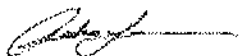
CERTIFICATE HOLDER

HY5 Holdings LLC
2100 Hayden Bridge Rd
Springfield OR 97477

**ACORD 25 (2016/03)
CANCELLATION**

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE
THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN
ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE



© 1988-2015 ACORD CORPORATION. All rights reserved.
The ACORD name and logo are registered marks of ACORD

Assessment Roster / Monitoring 2025-2026 SY						
Student Name	Grade Level	Assessment Name	Testing Window	Date completed	Notice Sent	Opt Out
S.G	8th	OR Extended ELA + Math (3-8)	3/31-6/12			Eligible Grade Level
		Or Extended Science (5,8)	3/3-6/12			Eligible Grade Level
		Alt Student Education Equity Development Survey (SEED)	2/3-6/12		Yes	Eligible Grade Level
E.J	7th	OR Extended ELA + Math (3-8)	3/31-6/12			Eligible Grade Level
		Or Extended Science (5,8)	3/3-6/12	N/A		N/A
		Alt Student Education Equity Development Survey (SEED)	2/3-6/12			Eligible Grade Level
J.L.	6th	OR Extended ELA + Math (3-8)	3/31-6/12			Eligible Grade Level
		Or Extended Science (5,8)	3/3-6/12	N/A		N/A
		Alt Student Education Equity Development Survey (SEED)	2/3-6/12		Yes	Eligible Grade Level
O.S.	4th	OR Extended ELA + Math (3-8)	3/31-6/12			Eligible Grade Level
		Alt Student Education Equity Development Survey (SEED)	2/3-6/12			Eligible Grade Level
H.S.	4th	OR Extended ELA + Math (3-8)	3/31-6/12			Eligible Grade Level
		Alt Student Education Equity Development Survey (SEED)	2/3-6/12			Eligible Grade Level
K.F.	1st					N/A
C.N.	6th	OR Extended ELA + Math (3-8)	3/31-6/12			Eligible Grade Level
		Or Extended Science (5,8)	3/3-6/12	N/A		N/A
		Alt Student Education Equity Development Survey (SEED)	2/3-6/12			Eligible Grade Level
X.R.	6th	OR Extended ELA + Math (3-8)	3/31-6/12			Eligible Grade Level
		Or Extended Science (5,8)	3/3-6/12	N/A		N/A
		ORora	3/4-6/13			Eligible Grade Level
		Alt Student Education Equity Development Survey (SEED)	2/3-6/12			Eligible Grade Level

Student Learning Plan



School year: _____

Student Learning Plan for _____

Student Details			
Name			
DOB			
Student ID			
Grade			
Teacher			
Date:		Review Date	
Resident School district		District case manager	
Anticipated length of placement with Circle of Friends:			
<i>Circle of Friends (an alternative education program) must be annually approved by the student's resident district. Placement within Circle of Friends within the IEP process, then placement is a team based process and will be reviewed based on the annual cycle which may not match the annual school year timeline</i> **OAR 581-021-0072			

Delete this box and insert a student photo
--

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

****Yearly Agreements:** Two stages of approval are required for a student to attend Circle of Friends each year. First, school districts must annually approve and evaluate Circle of Friends itself as an Alternative Education program they are going to use. Second, approval for the individual student is an ongoing process that occurs as a collaboration between Circle of Friends, the contracting district and parent, guardian, or other responsible adults to establish the criteria in the student's education plan for determining if, how, when, and where the student may transition from the alternative education program. (Per OAR 581-021-0072)

Student Strengths and Interest		
Key Outcomes	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	

****Yearly Agreements:** Two stages of approval are required for a student to attend Circle of Friends each year. First, school districts must annually approve and evaluate Circle of Friends itself as an Alternative Education program they are going to use. Second, approval for the individual student is an ongoing process that occurs as a collaboration between Circle of Friends, the contracting district and parent, guardian, or other responsible adults to establish the criteria in the student's education plan for determining if, how, when, and where the student may transition from the alternative education program. (Per OAR 581-021-0072)

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

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

Key Outcome 1

****Yearly Agreements:** Two stages of approval are required for a student to attend Circle of Friends each year. First, school districts must annually approve and evaluate Circle of Friends itself as an Alternative Education program they are going to use. Second, approval for the individual student is an ongoing process that occurs as a collaboration between Circle of Friends, the contracting district and parent, guardian, or other responsible adults to establish the criteria in the student's education plan for determining if, how, when, and where the student may transition from the alternative education program. (Per OAR 581-021-0072)

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

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

****Yearly Agreements:** Two stages of approval are required for a student to attend Circle of Friends each year. First, school districts must annually approve and evaluate Circle of Friends itself as an Alternative Education program they are going to use. Second, approval for the individual student is an ongoing process that occurs as a collaboration between Circle of Friends, the contracting district and parent, guardian, or other responsible adults to establish the criteria in the student's education plan for determining if, how, when, and where the student may transition from the alternative education program. (Per OAR 581-021-0072)

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

****Yearly Agreements:** Two stages of approval are required for a student to attend Circle of Friends each year. First, school districts must annually approve and evaluate Circle of Friends itself as an Alternative Education program they are going to use.

Second, approval for the individual student is an ongoing process that occurs as a collaboration between Circle of Friends, the contracting district and parent, guardian, or other responsible adults to establish the criteria in the student's education plan for determining if, how, when, and where the student may transition from the alternative education program. (Per OAR 581-021-0072)

South Lane School District 45J

Code: IGBHA
Adopted: 7/11/05
Revised/Readopted: 4/04/22
Orig. Code: IGBHA

Alternative Education Programs**

The Board is committed to providing educational options for students, recognizing that there are students whose needs and interests are best served through participation in an alternative education 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 district-approved alternative education programs will be approved by the Board annually. The superintendent may provide for the involvement of staff, parents or guardians and the community in recommending alternative education programs for Board approval, and in the development of related Board policy and an administrative regulation. Annual evaluation of alternative education 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 education programs will consist of instruction or instruction combined with counseling. These programs may be public or private. Public and private alternative education programs shall be registered with the Oregon Department of Education. Alternative education programs must meet all the requirements set forth in state law and rules, and federal law, as applicable. Home schooling by the parent is not alternative placement. The parent is responsible for enrolling the student; if the student is 18 years of age or older, the student is responsible.

Students, after consultation with 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 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, if the district refers the student, the actual alternative education program cost or an amount equal to 80 percent of the district’s estimated current year’s average per-pupil net operating expenditure, whichever is less. When contracting with a private alternative education program, the district’s contract will meet the requirements of law.

END OF POLICY

Legal Reference(s):

ORS 329.485

ORS 332.072

ORS 336.014

ORS 336.175

ORS 336.615 - 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 - In-District Alternative Educational Programs

IGBHC - Alternative Education Notification

JEA - Compulsory Attendance

JGEA - Alternative Education Programs Related to Expulsion

South Lane School District 45J

Code: IGBHA-AR(1)
Adopted: 7/11/05
Revised/Readopted: 4/04/22
Orig. Code: IGBHA-AR(1)

Evaluation of Alternative Education Programs

Date _____

Dear Alternative Education Program Coordinator:

In accordance with Oregon Administrative Rule (OAR) 581-022-2505, the district is required to evaluate alternative education programs annually. Please provide the documentation required below and return to the South Lane School District office at 455 Adams Avenue, Cottage Grove, Oregon 97424 no later than []. Please include the program name, program coordinator and telephone number. A copy of the district's written evaluation shall be provided to the program coordinator.

Staff

1. Have criminal records check requirements been met?
- * Provide list of individuals subject to criminal records check and copy of Form 581-2283-M from the Oregon Department of Education (ODE).

Curriculum

1. Are students receiving instruction in the state academic content standards and earning diploma credits?
- * Attach supportive documentation including such evidence as program overview, curriculum guide, course syllabi or other material that demonstrates that program curriculum is aligned with standards.
2. Are Oregon statewide assessments administered and the results reported annually to students, parents and the district?
- * Attach copy of summary report and sample of information reported to student, parents and the district.
3. Are students receiving, at least annually, a report of academic progress?
- * Attach copy of report used.
4. Does the program meet the physical education requirements of Oregon Revised Statute (ORS) 329.496?
- * Attach the document that supports the physical education requirements.

Discrimination

1. Does the program comply with nondiscrimination requirements of law (program does not discriminate based on age, disability, national origin, sexual orientation, gender identity, race, color, marital status, religion or sex)?
- * Attach student enrollment/withdrawal summary based on above criteria.

Registration (Private alternative education programs only)

1. Is the program registered with the ODE?
- * Attach copy of the approval from ODE (including the institution identification number assigned by ODE).

Site Evaluation

1. Does the program comply with health and safety statutes and rules?
- * Attach copy of appropriate documentation, including first aid and emergency procedures plan, healthy and safe schools plan, radon testing plan, such as staff/student handbooks, in-service agenda, plans, fire marshal's report, safety inspection reports, etc.

Tuition and Fees

1. Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, 339.155)?
- * Attach list of any fees required and explanation.

Contract

1. The program complies with any statute, rule or district policy specified in the contract with the public or private alternative education program.
- * Attach as applicable.
2. Does the contract with the public or private alternative education program state that noncompliance with a rule or statute may result in termination of the contract?
- * Contract on file with district and program, as applicable.

Expenditures

1. Does the program comply with Oregon Revised Statutes regarding expenditures (ORS 336.635 (4))?
- * Attach annual statement of expenditures.

Advertising

1. Does the program meet the advertising requirements of ORS 339.122?
- * Attach a copy of the program description. Is it a virtual public school and is it advertised as such?

Superintendent

Dated

- * Compliance indicators are intended as examples only. District may modify, as appropriate.

South Lane School District 45J

Code: IGBHA-AR(2)
Adopted: 7/11/05
Revised/Readopted: 4/04/22
Orig. Code: IGBHA-AR(2)

Evaluation of Alternative Education Programs - District Summary (for district use only)

The district's alternative education program evaluator should complete the following and file with materials submitted by the alternative education program coordinator.

Program Name _____ Date _____

Program Coordinator _____
Given this evaluation, South Lane School District:

- ☐ may be able to renew services with your program in the school year pending Board approval.
- ☐ will be unable to renew services with your program until further documentation is submitted to the district and pending Board approval. Please see comments.

Staff

1. Have criminal records checks requirements been met?

- ☐ Meets criteria
- ☐ Does not meet criteria—Further documentation necessary (see comment)

Comments: _____

Curriculum

1. Are students receiving instruction in the state academic content standards and earning diploma credits?

- ☐ Meets criteria
- ☐ Does not meet criteria—Further documentation necessary (see comment)

Comments: _____

2. Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the district?

- ☐ Meets criteria
- ☐ Does not meet criteria—Further documentation necessary (see comment)

Comments: _____

3. Are students receiving, at least annually, a report of academic progress?

- ☐ Meets criteria
- ☐ Does not meet criteria—Further documentation necessary (see comment)

Comments: _____

Evaluation of Alternative Education Programs –
District Summary – IGBHA-AR(2)

4. Does the program meet the physical education requirements of Oregon Revised Statute (ORS) 329.496?

- ☐ Meets criteria
☐ Does not meet criteria—Further documentation necessary (see comment)

Comments: _____

Discrimination

1. Does the program comply with nondiscrimination requirements of law (program does not discriminate based on age, disability, national origin, sexual orientation, gender identity, race, color, marital status, religion or sex)?

- ☐ Meets criteria
☐ Does not meet criteria—Further documentation necessary (see comment)

Comments: _____

Registration (Private alternative education programs only)

1. Is the program registered with the ODE?

- ☐ Meets criteria
☐ Does not meet criteria—Further documentation necessary (see comment)

Comments: _____

Site Evaluation

1. Does the program comply with health and safety statutes and rules?

- ☐ Meets criteria
☐ Does not meet criteria—Further documentation necessary (see comment)

Comments: _____

Tuition and Fees

1. Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, 339.155)?

- ☐ Meets criteria
☐ Does not meet criteria—Further documentation necessary (see comment)

Comments: _____

Contract

1. The program complies with any statute, rule or school district policy specified in the contract with the public or private alternative education program.

- ☐ Meets criteria
☐ Does not meet criteria—Further documentation necessary (see comment)

Comments: _____

2. Does the contract with the public or private alternative program state that noncompliance with a rule or statute may result in termination of the contract?

- ☐ Meets criteria
☐ Does not meet criteria—Further documentation necessary (see comment)

Comments: _____

Expenditures

1. Does the district comply with Oregon Revised Statutes regarding expenditures (ORS 336.635 (4))?

- ☐ Meets criteria
☐ Does not meet criteria—Further documentation necessary (see comment)

Comments: _____

Advertising

1. Does the program meet the advertising requirements of ORS 339.122?

- ☐ Meets criteria
☐ Does not meet criteria—Further documentation necessary (see comment)

Comments: _____

District Evaluator Signature

Date

South Lane School District 45J

Code: IGBHC
Adopted: 7/11/05
Revised/Readopted: 4/04/22
Orig. Code: IGBHC

Alternative Education Notification

General notification of the alternative education program law and the availability of existing alternative education programs, shall be included in the student/parent handbook distributed each year.

Individual notification to students and parents or guardians regarding the availability of alternative education programs will be given semiannually or when new programs become available under the following situations, as appropriate:

1. When two or more severe disciplinary problems occur within a three-year period (severe disciplinary problems will be defined in the code of conduct);
2. When attendance is so erratic the student is not benefitting from the educational program (erratic attendance will be defined on a case-by-case basis);
3. When an expulsion is being considered;
4. When a student's parent or guardian or emancipated student applies for exemption from compulsory attendance on a semiannual basis;
5. When a student or parent indicates a need or interest in a district-approved alternative education program.

A written notification shall be hand delivered or sent by certified mail. Parents or guardians shall receive individual notification prior to an actual expulsion.

The written notification shall include, but is not limited to:

1. The student's action which is the basis for consideration of alternative education;
2. A list of the alternative education programs for this student;
3. The program recommendations for the student based on the student's learning styles and needs;
4. Procedures for enrolling the student in the recommended program.

The notice will be provided in a language the parents or guardians can understand.

The superintendent will develop notification procedures in accordance with Oregon Revised Statutes.

END OF POLICY

Legal Reference(s):

ORS 332.072

ORS 336.175

ORS 336.615 to -336.665

ORS 339.250

OAR 581-021-0045

OAR 581-021-0065

OAR 581-021-0070

OAR 581-021-0071

OAR 581-021-0076

OAR 581-022-2320

OAR 581-022-2505

OAR 581-023-0006

OAR 581-023-0008

Cross Reference(s):

IGBHA - Alternative Education Programs

IGBHB - In-District Alternative Educational Programs

JEA - Compulsory Attendance

JGEA - Alternative Education Programs Related to Expulsion

South Lane School District 45J

Code: IGBHC-AR
Revised/Reviewed: 4/04/22

Notice for Alternative Education

Date: _____

[Add address here]

To the parent of: _____

Re: Notification of Alternative Education

Your student qualifies for alternative education as a result of the following student action: _____

Alternative education programs available for your student at this time consist of: _____

The recommendation of district staff members for your student is: _____

The procedures for enrolling your student in the recommended program are as follows: _____

Superintendent or designee

Date

South Lane School District 45J

Code: JGEA
Adopted: 7/11/05
Revised/Readopted: 6/12/23
Orig. Code: JGEA

Alternative Education Programs Related to Expulsion**

Prior to a student leaving school or a student's expulsion, unless the expulsion is for a weapons policy violation, the district will propose in writing to the student or student's parent or guardian, appropriate, accessible alternative education programs as determined by the district. Such alternative education program(s) will consist of instruction or instruction combined with counseling.

The proposal of potential alternative education programs will be hand-delivered or sent by certified mail to assure that the parent or guardian receives it prior to the time of an actual expulsion of the student or the student leaving school.

Appropriate accessible alternative education programs may be either public or private (nonsectarian). Programs may be provided by the district as a separate school, evening classes or tutorial instruction. Homebound instruction could be considered an appropriate alternative. The district shall continue to provide a free appropriate public education in an alternative setting to a child with a disability who has been removed for disciplinary reasons.

The district shall pay the actual cost of the district-proposed private alternative education program 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 shall provide or pay for transportation.

The district has no obligation to pay for an alternative education program if an emancipated minor or a parent or guardian receives an exemption on a semi-annual basis to withdraw a student age 16 or 17 from compulsory attendance.

If a student is not successful in the alternative education program selected or the alternative education programs offered are not accepted by the student and/or parent or guardian, there is no obligation to propose or fund other alternatives.

END OF POLICY

Legal Reference(s):

ORS 336.615 to -336.665
ORS 339.030
ORS 339.240
ORS 339.250

ORS 339.252
OAR 581-021-0070
OAR 581-021-0071

OAR 581-022-2505
OAR 581-022-2320
OAR 581-023-0006
OAR 581-023-0008

Cross Reference(s):

IGBHA - Alternative Education Programs
IGBHB - In-District Alternative Educational Programs

Alternative Education Programs Related to Expulsion** – JGEA

IGBHC - Alternative Education Notification

CIRCLE OF FRIENDS

COTTAGE GROVE, OREGON

www.coforegon.org

Organization Mission / Vision

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.

Program Basics + Who We Serve

Circle of Friends is a nonprofit organization that provides youth with physical disabilities and complex communication needs with family-friendly events and access to a lending library of adaptive toys. In addition, Circle of Friends provides an integrative K-8 program that specializes in supporting students who have been identified as having complex communication needs that require support through augmentative and alternative communication strategies, who have emerging skills in mobility and whose needs are medically compounded.

Eligibility Criteria

1. A youth/student who has emerging skills in mobility and requires the use of specialized equipment to sit, stand, walk and / or transition from these positions.
2. A youth/student must be identified as having complex communication needs that require support through augmentative and alternative communication (AAC) strategies. AAC encompasses a range of tools and methods designed to enhance communication for individuals with varying levels of verbal ability including those who are non-speaking or non-verbal.

Other considerations:

1. Can Circle of Friends School educational or nursing staff provide for the medical, health, safety, and physical care needs of the youth/student throughout their school day?
2. Does our educational program appropriately meet the learning needs of this youth/student without significantly altering our staffing ratios and physical setting?
3. Does the youth/student's family have a working relationship with their home school district?
4. Have the appropriate school district representatives been informed of an interest in seeking enrollment with Circle of Friends school?

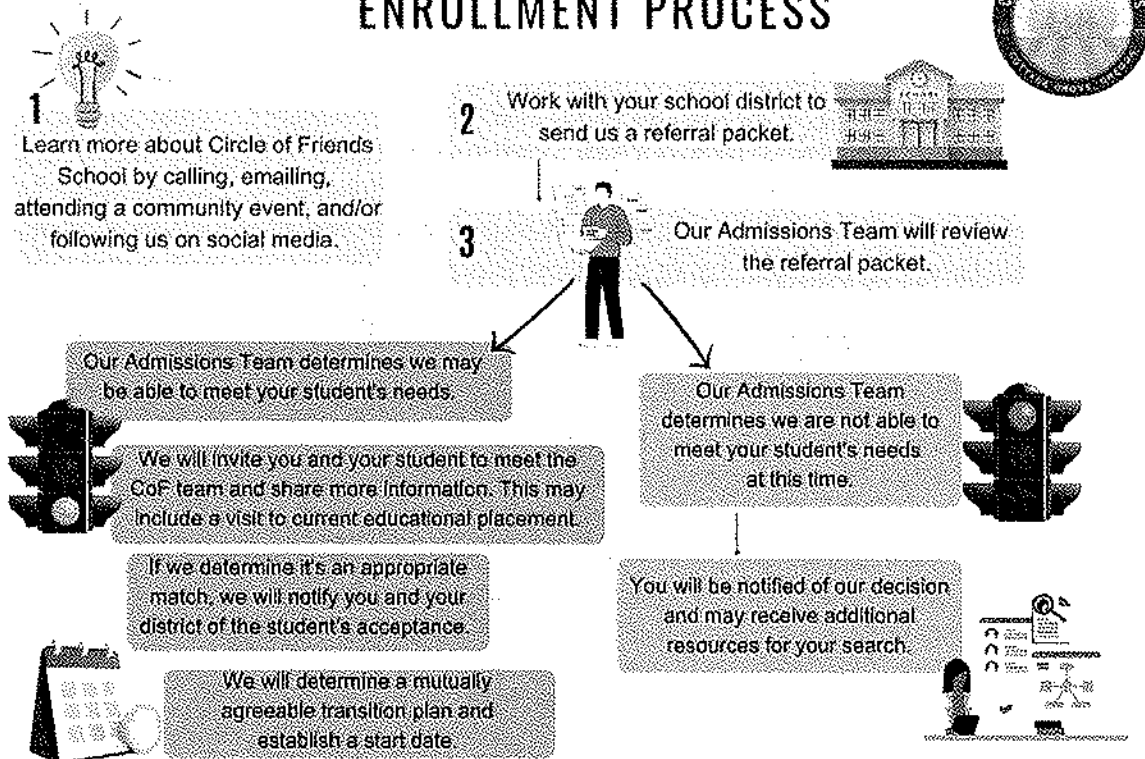
Non-Discrimination Policy

Circle of Friends provides equal opportunity for every applicant and does not discriminate based on race, color, creed, religion, ethnicity, national origin, sex, gender identity, sexual orientation, disability, or socioeconomic status. We believe in the power of diversity and strive to create a welcoming environment for every student.

Enrollment Process:

1. **Initial Inquiry:** Contact our school to express your interest, ask questions, and receive detailed information about our application process.
2. **Submit Application/Referral Packet:** To apply, complete and submit the enrollment application in cooperation with your student's school team. You can invite Circle of Friends to IEP meetings and we provide your school with information prior to submission of your application. See our "Referral Packet How To" for details on what materials a family and school should send over.
3. **Assessment:** Our admissions team will notify parents once all documents have been received to review. We will review your application within one month, and may schedule an assessment to better understand your student's individual needs.
4. **Decision:** You will be informed of the enrollment decision and next steps. If more than a month is needed for our specialists to assess right fit, or not all information is current, CoF will notify you that more information or more time is needed.
5. **Enrollment Start Day Established:** Family and school will work collaboratively to ensure smooth transition into the school, with full consideration of student's needs.

CIRCLE OF FRIENDS SCHOOL ENROLLMENT PROCESS



CIRCLE OF FRIENDS

COTTAGE GROVE, OREGON

Referral Packet Checklist

This checklist is designed to help you identify documents to demonstrate your student's educational needs and other supports needed to allow our Admissions Committee to determine how these needs align with the specialized services Circle of Friends offers. Please contact Jenn Davis with any questions on documentation at jenn@coforegon.org.

Any current educational documents

- Individualized Education Plan (IEP) / Individualized Family Service Plans (IFSP)
- Statement of Eligibility
- Evaluation and Educational Reports
- Reports from specialists or related service providers, if applicable.

These reports could assist in the development of a youth's individual health plan or protocol.

- Nursing
- Speech / Language
- Augmentative and Alternative Communication
- Assistive Technology
- Occupational Therapist
- Physical Therapist
- Vision Specialists
- Teacher for the Deaf and Hard of Hearing
- Teacher for the Visually Impaired
- Behavior support specialists
- Other regional or support specialists

- Recent clinic or private provider notes or clinic reports, as helpful

Youth Individual Health plan, records, and protocols, if available.

Pertinent documents related to:

- Mobility
 - Special Equipment
 - Transfers
 - Level of Independence
- Physical health & Body systems (not all may be applicable)
 - Medical Condition / Diagnosis and Allergies
 - Neurological and Endocrine
 - Musculoskeletal, Integumentary (skin, hair, nail, glands)
 - Gastrointestinal, Nutrition
 - Feeding & Swallowing
 - Airway Management
 - Medication Administration
 - Personal Hygiene, Genitourinary (urinary + reproductive)
 - Delegated Nursing Tasks (GTube or other delegated nursing tasks)
 - Stamina, need for rest
- Communication (Aided and Unaided)
- Other supplemental information pertinent to youth

Family Information

- What is the current level of family engagement in developing youth's school plans and protocols in their current educational setting?
- Is the youth's family seeking higher level of engagement / involvement in developing their youth's school plans and protocols that is not able to be supported in their current educational setting?

Overview

Circle of Friends School is committed to providing youth with complex disabilities a dynamic and holistic learning environment where they can be consistently engaged, appreciated, challenged, and championed.

In 2023, we launched our first educational program: a K-8 integrative classroom for youth with complex physical and communication needs associated with severe speech and orthopedic impairment.

- We seek to provide a **consistent, reliable, and secure environment** for youth that meets them at their current level of skill and abilities.. Our educational and specialist teams take into consideration the communicative, cognitive, vision, hearing, medical, and fine and gross motor needs of each student. We attend to specific sensory, motor, and cognitive experiences, and **devote ongoing attention to understanding every student's personal interests and subtle cues.** We are a strengths-based program.
- We work collaboratively with a team of specialists and encourage engagement from families to aid in developing **functional communication systems to expand a youth's ability to self-advocate, connect with others, and express themselves.** We see these skills as opening pathways to increased learning for both the present and into a rich, meaningful adulthood.
- We serve youth whose needs are medically compounded. By maintaining **flexibility in our program's schedule,** we allow for a youth's physical needs and delegated nutritional and health tasks to be integrated into the day without missing out on community and educational experiences.
- We conduct our learning with **ongoing attention to the physical and development needs of our youth.**
- We facilitate time for students to **connect with peers** and foster social and emotional learning. We are committed to a **holistic environment where youth experience belonging, authenticity, cooperation, mutuality, and contributing to a group.**
- Our multifaceted curriculum integrates this communication and mobility work into academics, life skills, social/emotional growth, and community activities. We deploy lessons with ongoing creativity and an eye to holistic development. The integration of physical and occupational therapies fosters youth autonomy, which in turn builds strength and resilience.

We find these methods encourage children to gain functional skill development that supports all stages of life, and keeps them at the center of their own experiences, their lives and our community.

Example of a Student Schedule

<i>Routine / Goal Focus / Individual Schedule</i>					
Arrival Activities: 8:20-9:00 am	*Sensory input / regulation: Swing, peanut ball	*Personal Hygiene	*Specialized Nursing Care - venting + GTube	*Social Communication [Greetings, Social Connection]	*Gross Motor-weight bearing Use of walker/pacer as tolerating
Mealtime: 9am + 12pm	*Adaptive skills: maintain regulation during mealtime	*Fine Motor skills- Grasping Pinching	*Oral Motor / Sensory- Desensitization *He is not yet tasting or eating any foods* SENSORY FOCUS ONLY	12:00: Venting + personal care	
Large Motor /Movement / Equipment Activities: 10:45- 11:55 am 1:20- 2:45 pm	*Equipment- Use of stander Use of Pacer/Walker	*Specialized Motor Program per our OT motor team -Sensory regulation: use of swing, therapy ball, joint compression	*Specialized Motor Program per our PT motor team -Weight bearing -Facilitated walking with adults		
Academics 10:45- 11:55am 1:20- 2:45pm	-Sensory regulation: use of swing, therapy ball, joint compression THEN Transition to seated work for short time durations	*Small group- -Turn taking with peer or teacher	*Small group- -Remain in close proximity to peers & demonstrate safe behavior	*Individual work- -Yes/No & protest in a safe manner	*Individual work- -When presented with two objects/items, will point or pick up item spoken by teacher
Departure Activities: 2:50-3:10 pm	*Specialized Nursing Care - venting + GTube	*Fine Motor-will hold and make marks or scribble	*Youth voice-Note home to family	*Youth voice-Sharing daily happenings on note home to family	

Circle of Friends Curricular Materials & Resources

ELA / Literacy:

K-8 approved curriculum:

- ❖ [Open Up Resources](#)
- ❖ [EL Education K-8](#)

Mathematics:

K-8 approved curriculum:

- ❖ [Open Up Resources K-5 Math](#)
- ❖ [Open Up Resources 6-8 Math](#)

Supplemental Curricular Materials and Resources:

ELA / Literacy:

Specially designed curriculum AND/OR instructional materials:

- ❖ [Comprehensive Literacy for All](#)
- ❖ [Shared Reading program / Tar Heel Reader:](#)

Classroom supports: <https://site.sharedreader.org/classroom-resources/>

- ❖ [Practically speaking](#)
- ❖ [Reading A to Z](#)
- ❖ [Edmark Reading Program, Levels 1 & 2](#)
- ❖ [Cooking to Learn: Reading & Writing Activities](#)

Science / Cooking:

- ❖ [Young Chefs](#)
- ❖ [Food Masters \(Grades 3-5\)](#)
- ❖ [Student guide](#)
- ❖ [Teacher guide](#)

Mathematics: [Touch Math](#)

Specially designed curriculum / instructional materials:

Touch Math materials, manipulatives, assessments; money concepts

Adapted Physical Education:

- ❖ [Inclusive Games-Movement fun for everyone!](#) Susan Kasser
- ❖ [Book review](#)
- ❖ [Inclusive Games for kids](#)

Assistive Technology Resources:

- ❖ [OTAP](#)

Resources and Strategies to support youth with visual impairments:

- ❖ [Pathways to Literacy](#)

Perkins school for the blind:

- ❖ [Resources & Stories](#)
- ❖ [Tactile skills fact sheet](#)
- ❖ [Perkins Library](#)
- ❖ [eLearning Platform](#)

Hands on; [Functional Activities for Visually Impaired Preschoolers](#)

Music Together in Schools:

- Music Together - Music Supports All Learning.pdf

Other music resources and sources:

- ❖ [Music Therapist & Music Education resources](#)
- ❖ [Coast Music Therapy](#)

Student Health and Safety

- ❖ [Kid & Teen Safe](#)

Cross curricular:

- ❖ [MOVE curriculum, reference, and assessment profile](#)



Hiring Policies and Procedures

Hiring and developing great staff is very important to us! We believe having the very best people in front of students, regardless of their role, is the most important thing we do.

Equal Employment Opportunity

We're committed to being nondiscriminatory and providing equal opportunities for employment, volunteering, and advancement in all areas of our work. We foster a workplace that respects each individual, seeks and values diverse perspectives, and ensures each employee can actively contribute to fulfilling the organization's mission. Equal employment opportunity and treatment shall be practiced by Circle of Friends School regardless of race, color, religion, gender, sexual orientation, national origin, marital status, age, veterans' status, genetic information and disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

Criminal Records Checks and Fingerprinting

In a continuing effort to ensure the safety and welfare of students and staff, Circle of Friends School requires all newly hired full-time and part-time employees not requiring licensure to undergo a criminal records check and/or fingerprinting. Other individuals, as determined by Circle of Friends School, that will have direct, unsupervised contact with students shall submit to criminal records checks and/or fingerprinting, as required by law.

An individual shall be subject to fingerprinting only after acceptance of an offer of employment or contract. Circle of Friends School shall not begin the employment of a subject individual or terms of a contractor before the return and disposition of the required criminal records checks.

A subject individual who has been convicted of any crimes prohibiting employment or contract will be terminated and/or will not be employed or contracted. A subject individual, who fails to disclose the presence of convictions that would not otherwise prohibit employment or contract with Circle of Friends School as provided by law, will not be employed or contracted with Circle of Friends School. A subject individual who knowingly made a false Criminal History Records Check and fingerprinting statement as to the conviction of any crime, will not be employed or contracted with Circle of Friends School.

Fees associated with a criminal records check and/or fingerprinting may be charged. Circle of Friends School will provide reimbursement for any subject individual after acceptance of an offer of employment or contract.

Drug and Alcohol Free Workplace

Circle of Friends School shall make a good faith effort to continue to maintain a drug-free workplace. Violation of this policy, as outlined in the employee handbook, may result in discipline up to and including discharge and/or will not be employed or contracted.

As a condition of employment, employees must abide by this policy and inform Circle of Friends School within five days of any criminal drug conviction that occurred as a result of activities in the workplace. Circle of Friends School shall provide a drug-free awareness program during its annual in-service. The program shall include information about the dangers of drug abuse in the workplace, a copy of Circle of Friends School's policy and the availability of drug counseling, and/or rehabilitation from outside sources. The program shall also include the consequences of violating Circle of Friends School's policy.

Application

Any interested candidate will complete the application. It is recommended that candidates attach a current resume', letter of interest, and three (3) professional references. If the position requires a professional license, the applicant is strongly encouraged to attach a copy of all transcripts and license (if available). Official copies of transcripts and licenses will only be required if a candidate is offered a position. Paper documentation will be accepted, but not encouraged.

Selection Interview:

The applications are screened by building principals or supervisors to choose individuals for selection interviews. The principal/supervisor will review available candidate information (letter of interest, resume, professional references, application, transcripts, and/or professional license). Based on this information, the principal/supervisor will invite candidates for a selection-level interview. Depending on the number and quality of candidates, additional interviews may be necessary to identify the finalist(s) for recommendation. Candidates not selected for an interview will be notified.

Board of Directors Approval

Candidates recommended for employment by the Circle of Friends School Administrative team must be approved by the Board of Directors. A hiring decision is not official until the Board of Directors approves the recommendation at the next regularly scheduled Board meeting.

Completing the Process

Upon board of director approval, a member of the Circle of Friends School Administrative team will contact the selected candidate and make the offer of employment based on any conditions which may apply, e.g., criminal history, fingerprinting, etc. Circle of Friends School administrative assistant will schedule any required examinations with the applicant and will also schedule an intake interview with the applicant. In the

event that an applicant is disqualified, a member of the Circle of Friends School Administrative team will notify the applicant verbally and in writing. The Circle of Friends School Administrative office will confirm the offer of employment to the successful candidate following the candidate's meeting of the conditions of employment.

Candidates who are not selected for an interview will be notified by the Circle of Friends School Administrative office in writing of the outcome of the process. Each of the interviewed candidates will be notified by the Circle of Friends School Administrative office verbally and in writing of the outcome of the interview as soon after the interview as is practical, but not until the position has been accepted by the recommended applicant. Application material will be maintained in the Circle of Friends School Administrative office as required by the state archivist's administrative rules. The Circle of Friends School Administrative office will enter the basic employee information into the data processing system and establish the personnel file for the new employee. Circle of Friends School Administrative office will provide a list of new employees at each regular Board meeting

Employment Contingencies

Once an offer of employment has been made to an applicant, is responsible for the completion of all employment contingencies for each offered position. Failure to properly complete employment contingencies may result in the withdrawal of an employment offer or the loss of position with Circle of Friends School. Applicants who are unsuccessful in completing the employment contingencies will be notified.

Employment contingencies are monitored for completion by the Circle of Friends School office and include, but are not limited to:

1. Any newly hired individual, whether full-time or part-time, and not requiring licensure as a teacher, administrator, personnel specialist, or nurse, shall be required to undergo a nationwide criminal background check and fingerprinting. (Individuals applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo a nationwide criminal background check and fingerprinting with TSPC.).

Appendix

Applicant & Employment Tracking Form:

https://docs.google.com/spreadsheets/d/1c4oFZ9cEKEQIEe_LANdNgZxCkOkXH6toWebTL72HBXM/copy

Template for memo to an applicant not selected for interview:

<https://docs.google.com/document/d/1biDpku4CAzHEyvHfodTqUvABP0DXKBCUHX3YYp5HrMY/copy>

Template for letter to an applicant interviewed but not selected:

<https://docs.google.com/document/d/1FPLB3P6szsjcFxEcjvsRWR67uiJlthnNauEBqil1nLI/copy>

Template for memo confirming verbal offer of employment:

<https://docs.google.com/document/d/1Z9j56NJPtWxl9d7bv2DdmZRx0mYPh3ursjPpYvUS0GQ/copy>

Template for memo to disqualified candidates:

https://docs.google.com/document/d/1Fxoibb1s18_AkITX9KuYRtV2jheJpuFDmL4NvRE0sBE/copy

Template letter for offer of employment:

<https://docs.google.com/document/d/1U8SX4XgVHOzRIXDRX6URPvvhKW-thwXL/copy>

2. Completion of New Hire Orientation
3. Completion of new employment training which include but is not limited to prevention and identification of child abuse and neglect, communicable disease prevention and response, and emergency plans and safety programs.
4. Board approval, when applicable.
5. Provision of official transcripts, licensure, and or other certification(s) required for the position being offered.
6. Proof of vaccination status, or religious or medical exception documentation to Circle of Friends School.



CIRCLE OF FRIENDS

**A MISSION-DRIVEN
501(C)(3) NONPROFIT
SERVING CHILDREN
WITH DISABILITIES IN
RURAL OREGON.**

OUR MISSION:

Circle of Friends School's mission is to provide a highly specialized, inclusive educational program for children and youth with complex disabilities whose needs cannot be met in traditional school environments. We exist first and foremost as a school, grounded in the belief that every child, regardless of disability or medical complexity, deserves access to meaningful, high-quality education in a setting designed around their full humanity.

WHO WE SERVE:

Circle of Friends serves children with significant medical, physical, and developmental disabilities whose educational and health needs exceed what local districts can safely provide. Many of our students would otherwise face prolonged homebound instruction or lack any viable local school option. We partner annually with school districts and provide 172 days of safe, in-person education each year for students who would not otherwise have access to an appropriate learning environment.

WHAT MAKES CIRCLE OF FRIENDS DIFFERENT:

Circle of Friends is built on an intensive, integrated model that blends education, medical care, and therapeutic support throughout the school day.

EDUCATION AND INSTRUCTION

- **1,605 instructional hours per year** delivered in one-to-one and small-group settings
- **87 active IEP goals** embedded into daily routines and instruction
- An average of **560 minutes per day per student of individualized instruction** across academics, communication, social skills, and functional learning
- AAC-supported communication integrated into every school routine, with an **estimated 1 to 3 AAC interactions per student per routine** across 11 daily routines

MEDICAL AND PHYSICAL SUPPORT

- **99 hours per month of nursing** and medically informed care
- **74 hours per month dedicated exclusively to G-tube feeding** and care
- **98 mobility transfers** or positioning supports per day to ensure safety and access
- Daily use of adaptive equipment including standers, walkers, wheelchairs, adaptive seating, trikes, and toileting supports

FAMILY PARTNERSHIPS

- At least **35 direct coordination touchpoints** with families each week, including daily notes home, texts, and calls related to health, behavior, and care coordination
- **Circle of Friends enables caregivers to maintain employment** and stability by providing a safe, consistent school option for their children

WHY CIRCLE OF FRIENDS MATTERS:

Circle of Friends exists because some children do not fit within traditional systems, yet still deserve access to education, community, and opportunity. Through a highly specialized, student-centered model, we prevent extended homebound instruction, with students avoiding up to 10 months of isolation due to lack of appropriate placement. For families, this means stability, dignity, and true partnership. For school districts, it means a trusted, compliant, and mission-aligned solution for students with the most complex needs.

Circle of Friends demonstrates that with the right design, expertise, and commitment, even the most medically and educationally complex needs can be met with excellence and humanity.

www.coforegon.org • (541) 321-0962 • PO Box 2811, Eugene, OR 97402

Circle of Friends School

Statement of Activity

January 1-December 31, 2025

	TOTAL
Revenue	
Contributions & Support	
Corporate Contributions	9,379.37
Foundation Grants	156,241.44
Individual Contributions	15,507.29
Total for Contributions & Support	\$181,128.10
Services	
Tuition Revenue	693,391.63
Total for Services	\$693,391.63
Uncategorized Income	100.00
Total for Revenue	\$874,619.73
Gross Profit	\$874,619.73
Expenditures	
Community Event Expense	
Event Supplies	1,701.39
Room Rental Fees	100.00
Total for Community Event Expense	\$1,801.39
Facilities	
Janitorial	15,131.25
Rent & Lease	41,481.00
Rent & Lease - Support Services	6,500.00
Repairs & Maintenance	1,230.00
Utilities	9,348.69
Total for Facilities	\$73,690.94
General & Administrative	
Bank Service Fees	619.31
Bookkeeping	2,592.02
Continuing Education	97.69
Dues & Subscriptions	1,470.25
Filing Fees	199.90
General Supplies & Printing	816.20
Insurance	5,750.62
Office Supplies & Software	7,159.80
Stripe Fees	483.92
Taxes & Licenses	665.00
Total for General & Administrative	\$19,854.71
Marketing & Development	
Development Expenses	17,190.41
Marketing Expenses	877.49
Total for Marketing & Development	\$18,067.90
Office/General Administrative Expenditures	38.77
Outreach & Non-School Activities	\$2,495.00
Adaptive Toy & Book Libraries	49.65
Total for Outreach & Non-School Activities	\$2,544.65

Circle of Friends School

Statement of Activity

January 1-December 31, 2025

	TOTAL
Personnel	
Contractors	23,512.83
Health Insurance	56,975.27
Mileage Reimbursements	8.40
Payroll Processing Fees	5,570.49
Payroll Tax Expenses	24,382.19
Recruiting	1,521.82
Retirement Benefits	9,582.02
Salaries & Wages	490,351.80
Stipends & Reimbursements	5,330.00
Total for Personnel	\$617,234.82
Reimbursable Expenses	38.15
School Expenses	
Classroom Lunches - Food	521.19
Classroom Lunches - Supplies	198.23
Classroom Software	1,716.33
Cleaning Supplies	3,294.14
Curriculum Expenses	1,186.48
Employee Morale	187.91
Misc. School Expenses	1,803.00
Misc. School Supplies	5,505.99
PPE & First Aid Supplies	3,006.13
School Equipment	499.90
Staff Training	1,100.00
Staff Training Meals	592.08
Total for School Expenses	\$19,611.38
Uncategorized Expense	0.00
Total for Expenditures	\$752,882.71
Net Operating Revenue	\$121,737.02
Other Revenue	
Interest Income	2.12
Other Income	4,343.28
Total for Other Revenue	\$4,345.40
Other Expenditures	
Depreciation Expense	25,150.34
Total for Other Expenditures	\$25,150.34
Net Other Revenue	-\$20,804.94
Net Revenue	\$100,932.08

FINANCIAL SUMMARY

Revenue Summary	2024	2025	2026
Contributions and Grants	\$210,985.79	\$165,542.66	\$221,273.00
Tuition and Program Revenue	\$418,495.00	\$693,391.63	\$988,621.00
Other Revenue	\$52.69	\$4,522.30	\$0.00
Total Revenue	\$629,533.48	\$863,456.59	\$1,209,894.00
Expense Summary	2024	2025	2026
Program Services	\$562,172.09	\$570,614.43	\$801,221.00
Family Programs & Social Services	\$2,536.16	\$2,495.00	\$27,850.00
Administrative Support Services	\$62,027.58	\$89,299.67	\$191,096.00
Development & Fundraising	\$23,591.50	\$15,061.59	\$24,000.00
Marketing & Community Events	\$2,650.61	\$1,683.64	\$28,850.00
Other Expenses	\$37,525.93	\$25,851.62	\$32,190.00
Total Expenses	\$690,503.87	\$705,005.95	\$1,105,207.00

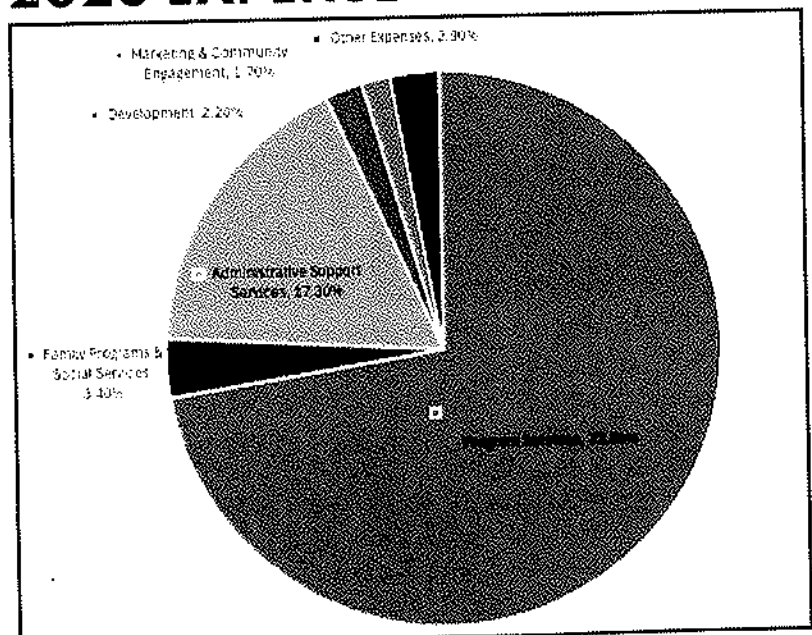
How We Invest Our Resources

Circle of Friends is deeply committed to stewarding resources in ways that directly support students, families, and the educators who serve them. Our 2026 budget reflects a thoughtful balance between direct program delivery, staff support, and the systems required to sustain long-term impact. Below is an overview of how our expenses are allocated and why each category matters.

Program Services (72.5%)

The majority of our resources are invested directly in program services that support children and youth with complex disabilities. This includes salaries for teachers, paraeducators, specialists, nurses, and instructional staff, as well as classroom materials, adaptive tools, curriculum, and facility-related costs. These investments ensure students receive individualized, high-quality education in safe and supportive learning environments.

2026 EXPENSE ALLOCATION:





Oregon

Tina Kotek, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Dr. Charlene Williams
Director of the Department of Education

June 5, 2025

Dear Jennifer Davis of Circle of Friends,

I am pleased to inform you that the Oregon Department of Education (ODE) has continued Circle of Friends's approval to provide special education services to students with disabilities placed or referred to by public schools as per IDEA Sections 300.145-300.147. This approval is a testament that your school has demonstrated its ability to meet the program assurances and continuously maintain current insurance coverage, and fire/health inspection standards.

Going forward, to maintain continuous approval, please submit evidence of updated insurance, fire, and health inspections on or before their renewal dates. Please ensure that the submitted evidence is in effect on August 15 of every school year.

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

Sincerely,

Allyson McNeill
Director of Resource Management and Operations
Office of Enhancing Student Opportunities
Oregon Department of Education
Allyson.mcneill@ode.oregon.gov

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: 123456

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 ▾

Food Handlers training (valid for 3 years)

Oregon Food Handlers Card Testing

<https://www.oregon.gov/oha/PH/HEALTHYENVIRONMENTS/FOODSAFETY/Documents/fhmanual.pdf>

In person Nurse training

1. AED
2. Individual Student Seizure review + Diastat
3. Epi Pen (staff with food allergies)
4. Student specific medication administration training (as needed)

5. Documentation and Medication Administration records
6. Hygiene, handwashing, and glove use

Circle of Friends School Enrollment Policies

Welcome!

Circle of Friends School is dedicated to fostering an inclusive learning environment tailored to the unique needs of youth with complex disabilities. We are committed to considering every applicant based on their individual needs and abilities.

1. **Age Requirements:** Students must be in a K-8 grade to be eligible for enrollment.
2. **Documentation of Disability:** A documented diagnosis of a complex disability from a licensed medical or psychological professional.
3. **Individualized Needs:** Evidence that the student's educational needs align with the specialized services and support offered by our school.* This includes:
 - a. Existing Individualized Education Plan (IEP) or 504 Plan
 - b. Medical assessments and therapy reports
 - c. Educational evaluations
4. **Family Commitment:** A commitment from the family to actively participate in the student's educational journey.

*Please note: our program specializes in supporting students who have been identified as having complex communication needs that require support through augmentative and alternative communication (AAC) strategies *and* who have emerging skills in mobility. Youth who benefit from both communication & mobility aspects of our programming are given priority for enrollment.

Non-Discrimination Policy

Circle of Friends School provides equal opportunity for all applicants and does not discriminate based on race, color, creed, religion, ethnicity, national origin, sex, gender identity, sexual orientation, disability, or socioeconomic status. We believe in the power of diversity and strive to create a welcoming environment for all students.

How to Apply:

1. **Initial Inquiry:** Contact our school to express your interest, ask questions, and receive detailed information about our application process.
2. **Submit Application/Referral Packet:** To apply, complete and submit the enrollment application in cooperation with your school district. Circle of Friends can be invited to IEP meetings prior to submission of your application, and provide your school with information about Circle of Friends as needed. See our "Referral Packet How To" for details on what materials a family and school should send over.
3. **Assessment:** Our admissions team will review your application and may schedule an assessment to better understand your student's individual needs.
4. **Decision:** You will be informed of the enrollment decision and next steps within 1 month after Circle of Friends receives all materials. If more than a month is needed for our specialists to assess, CoF will notify you.
5. **Enrollment Start Day Established:** Family and school will work collaboratively to ensure smooth transition into the school, with full consideration of student's needs.

CIRCLE OF FRIENDS

COTTAGE GROVE, OREGON

Referral Packet Checklist

This checklist is designed to help you identify all documents needed to demonstrate a student's educational needs and allow our Admissions Committee to see if those needs align with the specialized services and support offered by our school. Please contact Jenn Davis, (Director of Education) with any questions on documentation at jenn@coforegon.org.

Any current educational documents

- ☐ Individualized Education Plan (IEP) / Individualized Family Service Plans (IFSP)
- ☐ Statement of Eligibility
- ☐ Evaluation and Educational Reports
- ☐ Reports from specialists or related service providers, if applicable
 - ☐ Nursing
 - ☐ Speech / Language
 - ☐ Augmentative and Alternative Communication
 - ☐ Assistive Technology
 - ☐ Occupational Therapist
 - ☐ Physical Therapist
 - ☐ Vision Specialists
 - ☐ Teacher for the Deaf and Hard of Hearing
 - ☐ Teacher for the Visually Impaired
 - ☐ Behavior support specialists
 - ☐ Other regional or support specialists
- ☐ Recent clinic or private provider notes or clinic reports, as helpful

Youth Individual Health plan, records, and protocols

Pertinent documents related to:

- ☐ Mobility
 - ☐ Special Equipment
 - ☐ Transfers
 - ☐ Level of Independence
- ☐ Physical health & Body systems (not all may be applicable)
 - ☐ Medical Condition / Diagnosis and Allergies
 - ☐ Neurological and Endocrine
 - ☐ Musculoskeletal, Integumentary (skin, hair, nail, glands)
 - ☐ Gastrointestinal, Nutrition
 - ☐ Feeding & Swallowing
 - ☐ Airway Management
 - ☐ Medication Administration
 - ☐ Personal Hygiene, Genitourinary (urinary + reproductive)
 - ☐ Delegated Nursing Tasks (GTube or other delegated nursing tasks)
 - ☐ Stamina, need for rest
- ☐ Communication (Aided and Unaided)
- ☐ Other supplemental information pertinent to youth

Family Information

- ☐ Parent involvement in the informed plans, protocols, etc
- ☐ Family Questionnaire

Timeline Factors for Mid-Year Enrollment

Once a student has been admitted into Circle of Friends School, we begin the important and exciting work of preparing ourselves to receive this youth. Our full educational staff is trained to work with each youth as a cohesive team. This document details the time-frame it takes to prepare our staff for the addition of a new youth mid-year, and to establish a start date.

1. Our specialists and nursing staff must begin to develop protocols, program plans, and start to train staff.
2. Our Administrative staff must review our staffing numbers and work on hiring any additional employees needed to bring a new youth into the program.
3. For services that we contract out, our administrative team begins to work with our partners to ensure services are provided.
4. Our administrative team works with school districts to put in orders for any regional services and locate the resources and staff essential to meet youth needs.

A timeline will be set in consideration of the following essential factors:

- Staff ratio: To maintain a 1:1 ratio consistent with our program for meal times and instructional times, we may need to hire additional staff. (Time varies)
- Related Services to deliver direct or consultative services: (Lead range between 4 weeks to 3 months)
 1. CoF Nursing (3-4 weeks to include RN Assessment, writing protocols, training staff, ordering necessary supplies)
 2. Add on service:
 - a. AAC contracted with Connect the Dots (3 months per agreement)
 - b. PT contracted with Connect the Dots (3 months per agreement)
 3. CoF OT (4-6 weeks)
 4. CoF Speech Language Pathologist (approximately 3-4 weeks)
 5. Behavior services (not available at this time)
- LESD ordered services (per district agreement-referral based), which may include:
 - Augmentative and Alternative Communication + Assistive Technology
- Regional Services (Autism, Visual Impairment, Deaf and Hard of Hearing, Orthopedic Impairment)
 - Lane ESD provided & covered by eligibility coding from district reporting
- Equipment Needs, which may include:

Seating	Mobility	Personal hygiene	Personal care / nursing
---------	----------	------------------	-------------------------
- Protocol + Training staff
 - PT: Creating protocols, program plans + training staff
 - Equipment & Daily program plans (Stretching + Mat exercises + strength building)
 - OT: Creating protocols, program plans + training staff
 - Feeding + Swallowing protocols + Personal hygiene + Fine motor or specialized adaptive skills
 - AAC: Review educational documents to determine re-assessment or initial assessment needs for device trialing, if applicable + Creating communication plans + systems
 - Regional Service providers:
 - School district will notify regional program of placement change (timeline unknown on when regional staff gets notified of placement change & when they can begin seeing the youth in their new setting)
 - Regional provider reaches out to Director of Education to schedule visit to new setting and schedule ongoing visits
 - Train and educate classroom staff about service approach (direct or consultation)
 - Provide guidance on implementation of accommodations within the instructional or daily routine

My School Day

- I feel ...

Green Zone

Blue Zone

Yellow Zone

Pink Zone

Today I ...

work at desk

movement

stretching time

Name	Time	Changed time?	Set on table	Status	Comments	Staff name	Staff initials
Devida		yes/no	yes/no	dy/ent/EM			
		yes/no	yes/no	dy/ent/EM			
		yes/no	yes/no	dy/ent/EM			
Olivia		yes/no	yes/no	dy/ent/EM			
		yes/no	yes/no	dy/ent/EM			
		yes/no	yes/no	dy/ent/EM			
Jovle		yes/no	yes/no	dy/ent/EM			
		yes/no		dy/ent/EM			
		yes/no		dy/ent/EM			
Haze (T,Th, Fr)		yes/no		dy/ent/EM			
		yes/no		dy/ent/EM			
		yes/no		dy/ent/EM			
Cassidy (T,Th)		yes/no		dy/ent/EM			
		yes/no		dy/ent/EM			
Koher		yes/no		dy/ent/EM			
		yes/no		dy/ent/EM			

- Personal Hygiene Logs (Bathroom Log): These individual logs are how we document the personal hygiene trips for a particular youth in our bathrooms at the school. These records are kept secure and confidential at the school during the time a student is at the school for past reference. They do not become a part of the student's permanent record.

- Personal Hygiene Logs (Bathroom Log): These

individual logs are how we document the personal hygiene trips for a particular youth in our bathrooms at the school. These records are kept secure and confidential at the school during the time a student is at the school for past reference. They do not become a part of the student's permanent record.

Student Physical Findings & Interventions

[illegible]

- Physical Findings: Documentation of when CoF staff notice a new physical mark, scratch, skin irritation, or another physical detail that is out of the ordinary while providing close personal care or personal hygiene with students. These documents stay at the school.

Month/Day:		G-Tube Feeding Log																													
Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Feeding Time																															
Feeding Amount (mL)																															
Feeding Rate or mL/hr																															
Staff Initial																															

Date	Feeding Notes	Intervention	Staff Initial

Initial	Staff Name	Initial	Staff Name

Name	Date of birth		Age	Physician Name / Please Print	
Referral Source					
Original Referral	Referral	Date Referral			
CPT (physical instructions, e.g. lumbar, Rite Box, Function, etc.)					
Algorithms					
Case					
Case Notes					
History					
Examination					
Diagnosis					
Referral					
Signature	Signature		Signature		Signature

[illegible]

- G-Tube & Delegated Care Record: A log to record delegated care procedure with a student. These documents are maintained by our nurses and kept as part of the school's general health records for the school year. It does not become part of their permanent record. Families may request access to these documents as needed.
- Medication Administration Record (MAR): Our MAR logs are used for when CoF have administered a medication. Staff record the time, date, and medication that is being administered, as well as when medication is received from family. These documents are kept for the school year, managed by our nursing staff, and do not become a part of the permanent record.

- **Seizure Observation Log:** This is a record for any

potential seizure activity that was witnessed or suspected. These logs are kept confidentially at the school. Parents can request access. Information about a seizure is shared with parents according to their Seizure

Seizure Observation Log

This form is designed to be used for general communication between direct care staff, supervisory staff, legal representatives and medical professionals to support the well-being of people who may experience a seizure. *All sections should be completed for each seizure that occurs.*

[illegible]

10 Unconsciousness	11 Stax regurgity (confused & heading west)
--------------------	---

Protocol. Parents who are not notified as a part of youth's seizure protocol but want this information should reach out to nurses to ask if CoF can track seizure symptoms and send this information via Youth Observation Notes coming home.

- **Student Incident report:** A report about an event that concerns a student's safety and wellbeing. This may be a bump, fall, or interaction with another student. This form is emailed to parents within 12 hours, although an urgent situation will merit a phone call and a report in a more timely manner. These files are also kept at the school in a confidential electronic file and stay at the school for the length of a student's stay at our school.

CIRCLE OF FRIENDS

116 N 6th Street, Cottage Grove, Oregon 97424

Student Incident Report Form	
Date	
Student Name	
Other individuals involved	
Date of incident	
Name of the incident	
Who witnessed the incident	
Describe the incident as clearly as possible. Include details such as what routine the incident took place, who was involved, any known triggers/reasons to prompt the incident, known stimuli, etc.	
Any important details to note about the incident. Observed triggers, stimuli, environment, direction given, etc.	
Time & Date the parent notified	

CIRCLE OF FRIENDS

116 N 6th Street, Cottage Grove, Oregon 97424

Youth Observation Note to Home

Name of Youth	
Name of Observer	
Date and Time of Observation	
Observation (including all specific details like the size or shape or a mark, or any patterns/history)	
Additional Details	

Date	Goal Details	Code	Comments

- **Youth Observation Form:** This document is a place to communicate about changes or shifts in behavior or demeanor when there is not a specific incident to explain this. This might include things like tears or frustration during an activity that is normally pleasant, an aversion toward a preferred activity, or anything else that is atypical.

- **Food logs:** This document is used to track individual students for a particular food related concern - gathering data around a change in feeding, or tracking suspected food allergies, etc. This is prompted by Director of Education and/or with our specialists. The person assigned to feeding will document this. This record is not sent home, but is available to view upon

request by families.

- **Data collection on IEP goals:** This form is used to track and document observations and progress youth makes when practicing a particular goal. This is raw data that will be used to create a report parents will receive on a quarterly basis (in the IEP Goal Progress Monitoring Report). It is used to inform decision making both inside and outside of the school.

Student		Week					Staff Initials
Date	Time	Food Item	urinating	anymore	comments		
Monday			yes/no	yes/no			
			yes/no	yes/no			
			yes/no	yes/no			
Tuesday			yes/no	yes/no			
			yes/no	yes/no			
			yes/no	yes/no			
Wednesday			yes/no	yes/no			
			yes/no	yes/no			
			yes/no	yes/no			

Example: Student School Day Schedule

<i>Routine / Goal Focus / Individual Schedule</i>					
Arrival Activities: 8:20-9:00 am	*Sensory input / regulation: Swing, peanut ball	*Personal Hygiene	*Specialized Nursing Care - venting + GTube	*Social Communication [Greetings, Social Connection]	*Gross Motor-weight bearing Use of walker/pacer as tolerating
Mealtimes: 9am + 12pm	*Adaptive skills: maintain regulation during mealtime	*Fine Motor skills- Grasping Pinching	*Oral Motor / Sensory- Desensitization *He is not yet tasting or eating any foods* SENSORY FOCUS ONLY	12:00: Venting + personal care	
Large Motor /Movement / Equipment Activities: 10:45-11:55am 1:20-2:45pm	*Equipment- Use of stander Use of Pacer/Walker	*Specialized Motor Program per our OT motor team -Sensory regulation: use of swing, therapy ball, joint compression	*Specialized Motor Program per our PT motor team -Weight bearing -Facilitated walking with adults		
Academics 10:45-11:55am 1:20-2:45pm	-Sensory regulation: use of swing, therapy ball, joint compression THEN Transition to seated work for short time durations	*Small group- -Turn taking with peer or teacher	*Small group- Remain in close proximity to peers & demonstrate safe behavior	*Individual work- -Yes/No & protest in a safe manner	*Individual work- When presented with two objects/items, will point or pick up item spoken by teacher
Departure Activities: 2:50-3:10 pm	*Specialized Nursing Care - venting + GTube	*Fine Motor-will hold and make marks or scribble	*Youth voice-Note home to family	*Youth voice-Sharing daily happenings on note home to family	

