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ABSTRACT

Guidelines to help districts comply with the laws and rules for the provision and implementation of alternative programs in Oregon are provided in this technical assistance manual. Chapters cover the following areas: Oregon revised statutes for alternative education; Oregon administrative rules for alternative education; state board of education policies; guidelines for school districts; Oregon School Boards Association selected sample projects; commonly asked questions and answers on alternative education; the 1988-89 student reporting format; application for registration and standards for private alternative instructional programs; community college alternative programs and their student accounting policies; and information about the Oregon Association for Alternatives in Education (OAAE). A map of Oregon regions for the OAAE is included. (LMI)

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Alternative Education

A Technical Assistance Manual

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ALTERNATIVE EDUCATION
A Technical Assistance Manual

1990-91

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FOREWORD

This Technical Assistance Manual is published to assist districts in complying with the law and rules relating to the provision and implementation of alternative programs. While this manual provides technical assistance, the spirit in which it is presented is best summarized in the following words from two of Oregon's winners in the 1989 William Randolph Hearst United States Senate Youth Program awards. Their papers addressed the problems of at-risk youth.

"Most of all, schools need alternative required courses or an alternate educational plan. School can seem very restricting to all students, dropouts to college-bound. They need a varying plan to have an added dimension to the educational system." *Quimbly Horrell, Senior Class President, Clackamas High School*

"There have been many recent efforts to overcome the slowing of Oregon's economy. We must stop now and look at the product of our education system to understand the constituents of tomorrow's work force. Unless we act to change the current trend, Oregon may be confronted by a collapsing bridge on its road to recovery." *Todd Myers, Student Body President, Roosevelt High School*

We join Quimbly Horrell and Todd Myers in a commitment to provide a variety of opportunities to better ensure the success of Oregon's youth in our educational programs.

John W. Erickson
State Superintendent
of Public Instruction

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OREGON REVISED STATUTES

DEFINITION

339.005 Definition for ORS 339.040 and 339.125. As used in ORS 339.040 and 339.125, unless the context requires otherwise, "administrative office for the county" means the administrative office of the education service district, of the county school district or of the administrative school district which includes an entire county. [1965 c.100 §273; 1973 c.728 §3; 1987 c.158 §56]

COMPULSORY SCHOOL ATTENDANCE

339.010 School attendance required; age limits. Except as provided in ORS 339.030, all children between the ages of 7 and 18 years who have not completed the 12th grade are required to attend regularly a public full-time school of the school district in which the child resides. [Amended by 1965 c.100 §274]

339.020 Duty to send children to school. Except as provided in ORS 339.030, every person having control of any child between the ages of 7 and 18 years who has not completed the 12th grade is required to send such child to and maintain such child in regular attendance at a public full-time school during the entire school term. [Amended by 1965 c.100 §275; 1969 c.160 §1]

339.030 Exemptions from compulsory school attendance. In the following cases, children shall not be required to attend public full-time schools:

(1) Children being taught in a private or parochial school in the courses of study usually taught in grades 1 through 12 in the public schools and in attendance for a period equivalent to that required of children attending public schools.

(2) Children proving to the satisfaction of the district school board that they have acquired equivalent knowledge to that acquired in the courses of study taught in grades 1 through 12 in the public schools.

(3) Children being taught for a period equivalent to that required of children attending public schools by a parent or private teacher the courses of study usually taught in grades 1 through 12 in the public school.

(4) Children excluded from attendance as provided by law.

(5) The State Board of Education by rule shall establish procedures whereby, on a semiannual basis, an exemption from compulsory attendance may be granted to the parent or legal guardian of any child 16 or 17 years of age who is lawfully employed full time, lawfully employed part time and enrolled in school, or enrolled in a community college or other state-registered alternative education program. Such exemption also may

be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 109.550 to 109.565. [Amended by 1965 c.100 §276; 1967 c.67 §8; 1971 c.494 §1; 1973 c.728 §1; 1985 c.579 §1; 1989 c.619 §1]

339.035 Teaching by private teacher or parent; notice; examination; effect of failure; appeal. (1) As used in this section, unless the context requires otherwise, "superintendent" means the executive officer of the education service district or the county school district serving the school district of which the child is a resident.

(2) Before a child is taught by a parent or private teacher, as provided in ORS 339.030, the parent or private teacher must notify the superintendent in writing. The superintendent shall acknowledge receipt of the notification in writing and inform the superintendent of the school district of the child's residence. The notification must be received and acknowledged before a child is withdrawn from school and thereafter before the start of each school year.

(3) Children being taught as provided in subsection (2) of this section shall be examined annually in the work covered in accordance with the following procedures:

(a) The State Board of Education shall adopt by rule a list of approved comprehensive examinations which are readily available.

(b) The parent shall select an examination from the approved list and arrange to have the examination administered to the child by a qualified neutral person, as defined by rule by the State Board of Education.

(c) The parent shall submit the results of the examination or the completed examination to the superintendent. If a completed examination is submitted, the superintendent shall have it scored and shall notify the parent of the results.

(d) If the superintendent determines after examining the results of the examination that the child is not showing satisfactory educational progress, as defined by rule by the State Board of Education, the superintendent may order the parent or other person having control of the child to send the child to school for the remainder of the school year.

(e) The parent or other person having control of the child may appeal the order to the Superintendent of Public Instruction, whose decision in the matter may be appealed to the circuit court. [1985 c.579 §2; 1989 c.619 §4]

339.040 Attendance supervisors; appointment; compensation. (1) The executive officer of the administrative office for

attending district submitting the tuition notification. This figure multiplied by the total days' attendance of the individual child in the attending district shall represent the tuition charge to the resident district. The department shall adjust the amounts due each district so as to cause districts to remit only the net amounts due as between districts. [1971 c.402 §3; 1973 c.327 §2; 1979 c.836 §1; 1983 c.731 §8; 1985 c.523 §1; 1987 c.318 §1; 1987 c.533 §2; 1989 c.620 §3]

339.190 [Repealed by 1965 c.100 §456]

339.195 Responsibility for education of children at youth care centers; funding; enforcement. (1) Every child at a youth care center, as defined in ORS 420.855, which is operated by a private agency, is entitled to receive appropriate education suited to the needs of the child in the least restrictive environment in which the child can function until the child is no longer of compulsory school age or receives a high school diploma or an equivalent. The child is a dependent child within the meaning of ORS 339.165.

(2) The attending district shall provide the education in the manner described in ORS 339.185 (2) and shall develop an educational plan for the children in the youth care center in consultation with the director of the center. The plan shall be submitted to the Department of Education annually. In the second and subsequent years, the attending district also shall report on the operation of the previous year's plan in such detail as the State Board of Education shall specify by rule.

(3) If the child described in subsection (1) of this section is at a youth care center located in the school district of which the child is a resident, the school district is responsible for the education of the child.

(4) Payments from the Department of Education from funds appropriated specifically for this section shall be distributed on a per capita basis according to the number of children for whom the Children's Services Division contracts for care and rehabilitation under ORS 420.855 to 420.885 but shall exclude those for whom a handicapped billing is made under ORS 339.185.

(5) In order to be eligible for any funds under subsection (4) of this section, an attending district must provide education leading to a diploma or equivalent.

(6) The Superintendent of Public Instruction shall have the authority to enforce the provisions of ORS 339.165 to 339.195. If an attending district fails to comply, the superintendent shall find the district deficient and shall apply the penalty provided in ORS 327.103.

(7) By January 1, 1988, the State Board of Education shall adopt rules to implement this section.

(8) Nothing in this section limits or otherwise applies to educational rights of children in youth care centers operated by public agencies. [1987 c.817 §2]

339.200 [Repealed by 1965 c.100 §456]

PUPIL CONDUCT AND DISCIPLINE

339.240 Rules of pupil conduct and discipline; duties of state board and district school boards. (1) The State Board of Education in accordance with ORS 183.310 to 183.550 shall prepare and promulgate to all school districts minimum standards for pupil conduct and discipline and for rights and procedures pertaining thereto that are consistent with orderly operation of the educational processes and with fair hearing requirements.

(2) Every district school board shall adopt and attempt to give the widest possible distribution of copies of reasonable written rules regarding pupil conduct, discipline and rights and procedures pertaining thereto. Such rules must comply with minimum standards promulgated by the State Board of Education under subsection (1) of this section. [1971 c.561 §§2, 3]

339.250 Duty of pupil to comply with rules; discipline; written information on alternative program required. (1) Public school pupils shall comply with rules for the government of such schools, pursue the prescribed course of study, use the prescribed textbooks and submit to the teachers' authority.

(2) Pursuant to the written policies of a district school board, an individual who is a teacher, administrator, school employee or school volunteer may use reasonable physical force upon a student when and to the extent the individual reasonably believes it necessary to maintain order in the school or classroom or at a school activity or event, whether or not it is held on school property. The district school board shall adopt written policies to implement this subsection and shall inform such individuals of the existence and content of these policies.

(3) The district school board may authorize the discipline, suspension or expulsion of any refractory pupil.

(4) Wilful disobedience, open defiance of a teacher's authority or the use of profane or obscene language is sufficient cause for discipline, suspension or expulsion from school.

(5) Expulsion of a pupil shall not extend beyond the current term or semester unless

the semester ends within such a short period of time that the expulsion would be too short to be effective. However, the expulsion shall not extend beyond the second term or semester.

(6) A school district board shall consider and propose to the pupil prior to expulsion or leaving school, and document to the parent, legal guardian or person in parental relationship, alternative programs of instruction or instruction combined with counseling for the pupil that are appropriate and accessible to the pupil in the following circumstances:

(a) When a pupil is expelled pursuant to subsection (4) of this section;

(b) Following a second or subsequent occurrence within any three-year period of a severe disciplinary problem with a pupil;

(c) When it has been determined that a pupil's attendance pattern is so erratic that the pupil is not benefiting from the educational program; or

(d) When a parent or legal guardian applies for a pupil's exemption from compulsory attendance on a semiannual basis as provided in ORS 339.030 (5).

(7) Information on alternative programs provided under subsection (6) of this section shall be in writing. The information need not be given to the pupil and the parent, guardian or person in parental relationship more often than once every six months unless the information has changed because of the availability of new programs.

(8)(a) The authority to discipline a pupil does not authorize the infliction of corporal punishment. Every resolution, bylaw, rule, ordinance or other act of a district school board or of the Department of Education that permits or authorizes the infliction of corporal punishment upon a pupil is void and unenforceable.

(b) As used in this subsection, "corporal punishment" means the wilful infliction of, or wilfully causing the infliction of, physical pain on a pupil.

(c) As used in this subsection, "corporal punishment" does not mean:

(A) The use of physical force authorized by ORS 161.205 for the reasons specified therein; or

(B) Physical pain or discomfort resulting from or caused by participation in athletic competition or other such recreational activity, voluntarily engaged in by a pupil. [1965 c.100 §289; 1971 c.561 §1; 1975 c.665 §1; 1979 c.739 §1a; 1979 c.836 §2; 1981 c.246 §2; 1989 c.619 §2; 1989 c.889 §1]

339.253 [1979 c.739 §2; 1981 c.246 §3; 1987 c.675 §3; 1989 c.619 §3; renumbered 339.620 in 1989]

339.255 [1979 c.836 §3; 1981 c.246 §4; renumbered 339.640 in 1989]

339.260 Injury to school property by pupil; withholding records until damage paid; waiver; rules; inspection. (1) No pupil shall wilfully damage or injure any school property or threaten or wilfully injure any fellow pupil or faculty member.

(2) A pupil who violates subsection (1) of this section may be disciplined, suspended or expelled.

(3) Any school district which is owed a fee or the property of which has been lost or wilfully damaged or injured may withhold the grade reports, diploma or records of the pupil who owes the fee or is responsible for the loss or damage until the pupil or the parent or guardian of the pupil has paid the amount owed.

(4) When the pupil or the parent or guardian of the pupil is unable to pay the amount owed under subsection (3) of this section, the school district may waive the amount owed.

(5) The parent or guardian of such pupil shall be liable for damages as otherwise provided by law.

(6) Notwithstanding subsections (3) and (4) of this section, a school district shall not withhold the records of a pupil in the circumstances described in ORS 336.195 (3) or when such records are requested by another school district for use in the appropriate placement of the pupil.

(7) Before any grade reports, diplomas or records are withheld under subsections (3) or (4) of this section, a school district board of directors shall adopt rules of procedure which insure that the rights of the pupil to due process are protected.

(8) Nothing in subsection (3) of this section is intended to prevent inspection of student records by a parent or legal guardian pursuant to ORS 336.195 (2) or 343.173. [1965 c.100 §290; 1971 c.561 §4; 1985 c.514 §1]

339.270 Assessment of costs of school property damage against responsible pupil or parents; action to recover; limitation. (1) The amount of damage to any school property shall be determined by procedures established by the district school board and they may be assessed against the pupil wilfully causing the injury or damage and against the parent or parents having legal custody of the pupil.

(2) If the assessed damages are not paid as demanded, the district school board, in addition to any other remedy provided by law, may bring an action under this section against the pupil and the parent or parents having legal custody of the pupil in a court

of competent jurisdiction for the amount of the assessed damages not to exceed \$5,000 plus costs. [1971 c.561 §5; 1975 c.712 §2; 1977 c.419 §2]

339.310 [1965 c.100 §291; repealed by 1973 c.728 §6]

339.320 [1965 c.100 §292; repealed by 1973 c.728 §6]

339.330 [1965 c.100 §293; repealed by 1973 c.728 §6]

339.340 [1965 c.100 §294; repealed by 1973 c.728 §6]

339.350 [1965 c.100 §295; repealed by 1973 c.728 §6]

339.360 [1965 c.100 §296; repealed by 1973 c.728 §6]

MISCELLANEOUS

339.410 [1965 c.100 §297; repealed by 1979 c.228 §1]

339.420 Attendance at religious instruction. Upon application of the parent or guardian of the child, or, if the child has attained the age of majority, upon application of the child, a child attending the public school may be excused from school for periods not exceeding two hours in any week for elementary pupils and five hours in any week for secondary pupils to attend weekday schools giving instruction in religion. [1965 c.100 §298; 1973 c.827 §32; 1977 c.276 §1]

339.450 Prohibited grounds for denying participation in interscholastic athletics. No school, school district or association, whether public or private, shall deny any grade or high school student the right to participate in interscholastic athletics solely on the ground that the student transferred between schools or participated in athletics at another school. [1983 c.823 §2]

ALTERNATIVE EDUCATION PROGRAM

339.605 Definition for ORS 339.605 to 339.635. As used in ORS 339.605 to 339.635, "alternative education program" means a school or separate class group designed to assist students to achieve the goals of the curriculum in a manner consistent with their learning styles and needs. [1987 c.675 §1]

339.615 Goals; district responsibility; rules. (1) In implementing alternative education programs, district school boards shall maintain learning situations that are flexible with regard to environment, time, structure and pedagogy.

(2) Students participating in alternative education programs are considered to be the responsibility of the resident district for purposes of ORS 332.072.

(3) The State Board of Education by rule shall define the accountable activities and allowable credit for these activities in alternative education programs. [1987 c.675 §2]

339.620 Enrollment in alternative program; costs; private program not required to employ certificated personnel; when district not required to provide alternative program; validity of teaching

certificate. (1) Pursuant to the proposal required in ORS 339.250 (6)(a) to (c), the parent or guardian with the approval of the attending district may enroll the pupil in one of the proposed appropriate and accessible public alternative programs or the private alternative programs of instruction or instruction combined with counseling registered with the Department of Education. If the child is determined to be eligible for special education under ORS 343.221 to 343.236 and 343.261 to 343.293, the program must be approved by the Department of Education prior to the placement of the pupil in the program. The pupil enrolled pursuant to this subsection shall be considered enrolled in the schools of the district for purposes of the distribution of the Basic School Support Fund.

(2) The alternate program in which the pupil enrolls shall notify the school district in which the pupil or the pupil's parents or legal guardian, if any, resided at the time the pupil enrolled of the child's enrollment and may bill the school district for tuition. The billing may be made annually or at the end of each term or semester of the alternate program. For each full-time equivalent pupil enrolled in the alternative education program, as defined in ORS 339.605, the school district shall pay 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 pupil net operating expenditure, whichever is lesser, in accordance with rules adopted by the State Board of Education. The alternate program will be accountable for the expenditures of all basic school and other local school support funds, providing the school district with an annual statement of such expenditures.

(3) A private alternative program that is registered with the Department of Education is not required to employ only certificated teachers or administrators. Teachers and administrators in such private programs shall not be considered employees of any district for purposes of ORS 342.173.

(4) A school district is not required to provide a public alternative program if there are public or private alternative programs that are appropriate and accessible to the pupil to which a pupil can be referred.

(5) Any Oregon teaching certificate is valid for teaching all subjects and grade levels in an alternative education program operated by a school district or education service district. [Formerly 339.253]

339.625 Notification of availability of program; rulemaking. The State Board of Education shall adopt rules regarding district notification to parents and students of the availability of alternative programs, the law

regarding alternative programs and the procedures for requesting district school boards to establish alternative programs. [1987 c.675 §4]

339.635 District evaluation of program. Each district operating, participating in or contracting for, an alternative education program shall evaluate each program annually. [1987 c.675 §5]

339.640 Effect of failure to propose alternative programs. (1) The Superintendent of Public Instruction shall find a school district to be deficient within the meaning of ORS 327.103 if the district fails to cause the proposal of alternative programs to be made under ORS 339.250 (6) or (7).

(2) The failure to cause the proposal of alternative programs shall not be grounds for

a civil action against the school district. [Formerly 339.255]

PENALTIES

339.990 Penalties. Violation of ORS 339.020 or the requirements of ORS 339.035 is punishable, upon conviction, by a fine of not more than \$100, or by imprisonment in the county jail for not more than 30 days, or both. [Amended by 1965 c.100 §299; 1967 c.67 §10; 1985 c.597 §3]

CHAPTER 340

[Reserved for expansion]

ADMINISTRATIVE RULES

1 OAR 581-21-071
2 District Information for Parents and Students
3 Regarding the Availability of Alternative Education Programs
4

5 Statutory Authority:

6
7 SBE
8 OAR

9
10 581-21-071

11 District Information for Parents and Students Regarding the Availability of
12 Alternative Education Programs

13
14 (1) The following definitions apply to OAR 581-21-071:

- 15 (a) "Erratic attendance" means the student is frequently absent to the degree
16 that he/she is not benefiting from the educational program.
17 (b) "Notification" means written notice, by personal service or certified mail,
18 to the parent or guardian and student as required by ORS 339.250(6).
19

20 (2) District school boards shall adopt policies and procedures for notification to
21 students and parents, or guardians of the availability of appropriate and
22 accessible alternative programs. This notification shall be provided in the
23 following situations:

- 24 (a) Upon the occurrence of a second or any subsequent occurrence of a severe
25 disciplinary problem within a three-year period;
26 (b) When the district finds a student's attendance pattern to be so erratic that
27 the student is not benefiting from the educational program;
28 (c) When the district is considering expulsion as a disciplinary alternative;
29 (d) When a student is expelled pursuant to subsection (3) of ORS 339.250; and
30 (e) When an emancipated minor, parent, or legal guardian applies for a
31 student's exemption from compulsory attendance on a semiannual basis as
32 provided in ORS 339.030(5).
33

34 (3) The notification must include but is not limited to the following:

- 35 (a) Student action which is the basis for consideration of alternative education;
36 (b) Listing of alternative programs available to this student for which the
37 district would provide financial support in accordance with ORS 339.620
38 except that when notice is given in accordance with Section (2)(e) of this
39 rule the district shall not be obligated to provide financial support;
40 (c) The program recommended for the student based on student's learning
41 styles and needs; and
42 (d) Procedures for enrolling the student in the recommended program.
43 (e) When the parent or guardian's language is other than English, the district
44 must provide notification in a manner that the parent or guardian can
45 understand.
46

47 (4) The district shall inform all parents or guardians of the law regarding
48 alternative education and educational services available to students by such
49 means as a statement in the student/parent handbook, notice in the newspaper,
50 or an individual letter to a parent.
51

1 (5) District school boards shall adopt a procedure for parents or guardians to
2 request establishment of alternative programs within the district.

3

4 (6) District school boards shall not approve the enrollment of a pupil in a private
5 alternative program unless the private alternative program meets all
6 requirements of OAR 581-21-045.

7

8

9

10 dc OAR12

11 6/1/90

Oregon Administrative Rule 581-21-072
Registration of Private Alternative Programs

1
2
3
4 Statutory Authority: Chapter 339

5
6 SBE
7 OAR

8
9 581-21-072, Registration of Private Alternative Programs

10
11 (1) For the purposes of ORS 339.620(1), prior to receiving public school funds, all
12 private alternative education programs shall renew registration with the
13 Oregon Department of Education annually by September 30. New private
14 alternative education programs developed or contracted with during the school
15 year shall be registered with the Oregon Department of Education prior to
16 receiving public school funds.

17
18 (2) The Oregon Department of Education shall distribute registration forms
19 annually by June 1 to private alternative programs currently registered with
20 the Department.

21
22 (3) The registration form for private alternative programs shall include:
23 (a) Program name, mailing address and telephone number;
24 (b) Name of administrator;
25 (c) List of staff and their certification, if any;
26 (d) Statement of philosophy;
27 (e) Grades, age levels, and special needs to be served by the program;
28 (f) Statement of compliance with OAR 581-21-045;
29 (g) Documentation that the facilities used by the alternative program comply
30 with the applicable fire, health, and safety regulations; and
31 (h) A list of the contracting districts which evaluated the program during the
32 previous school year.

33
34 (4) The Department may monitor the procedure used by the private alternative
35 program for reporting FTE for the purposes of basic school support.

36
37
38
39 dc OAR12
40 6/1/90

41
42

Oregon Administrative Rule 581-21-076
Exemption from Compulsory Attendance

1
2
3
4 Statutory Authority:

5
6 SBE
7 OAR

8
9 581-21-076, Exemption from Compulsory Attendance

10
11 (1) As used in this rule:

- 12 (a) "School" means any public school, education service district program,
13 community college, college, university, public alternative program,
14 registered private alternative program, technical or vocational school or
15 training program, or being taught by a parent or private teacher pursuant
16 to ORS 339.035;
17 (b) "Semiannual" means prior to the next vacation or reentry time in the
18 school year but a minimum of two times per year;
19 (c) "Full-time work" means employment for 30 or more hours per week;
20 (d) "Full-time school" means attending an educational program for a period of
21 time defined as one FTE under OAR 581-23-006; enrolling in a community
22 college, college or university for a minimum of 12 credit hours per term;
23 receiving 20 hours of instruction per week in a technical or vocational
24 school or training program; or being taught an equivalent period of time by
25 a parent or private teacher pursuant to ORS 339.035.
26 (e) "Emancipated minor" means any child who is an emancipated minor or who
27 has initiated the procedure for emancipation under ORS 109.550 to 109.565
28 (ORS 339.030(5)).
29 (f) "Part-time work and part-time school" means a combination of
30 work/education activities equivalent to 30 hours per week of involvement.
31

32 (2) The school district may grant exemption from compulsory attendance to the
33 parent or legal guardian of a child who is 16 or 17 years of age or an
34 emancipated minor, provided the child is:

- 35 (a) Employed full time;
36 (b) Employed part time and enrolled in a school part time; or
37 (c) Enrolled full time in a school.
38

39 (3) The request for exemption shall be in writing including documentation of the
40 child's employment by the employer or enrollment status by the school.
41 Additionally, the school shall request notification when the child's employment
42 or the child's enrollment status is terminated.
43

44 (4) When considering a request for exemption from compulsory attendance, a
45 school district shall conduct an interview that shall include, but need not be
46 limited to, the following:

- 47 (a) Attendance by the child and the parent or legal guardian or the
48 emancipated minor;
49 (b) Attendance by a school counselor or school administrator;
50 (c) Consideration of the reasons for the request; and
51 (d) Review of the following information about the child or emancipated minor:
52 (A) Credit for graduation,
53 (B) Grades,
54 (C) Current handicapping status, if applicable,
55 (D) Prior handicapping status, if applicable,
56 (E) Results of standardized tests,
57 (F) Teacher evaluations,

- 1 (G) Counselor appraisal,
- 2 (H) Immediate plans,
- 3 (I) Short-range and career goals; and
- 4 (J) Other relevant information.

5
6 (5) If the exemption from compulsory attendance is granted, the school district
7 shall give the child and the parent or legal guardian the following information
8 in writing:

9 (a) Alternative programs of instruction or instruction combined with
10 counseling are available, as provided in ORS 339.250(6) and (7);

11 (b) The exemption is granted for a limited time, must be renewed on a
12 semiannual basis and will be reviewed by the school district on a certain
13 date; and

14 (c) The district shall notify the parent of the need to reapply for an exemption
15 by a specific date or return the student to school until the child attains a
16 high school diploma, GED, or the age of 18.

17
18 (6) The rule is effective July 1, 1990.

19

20

21

22 dc OAR12

23 6/1/90

24

OAR 581-22-317
Alternative Education Programs

4 Statutory Authority: ORS Chapter 339 as amended by SB 329

6 SBE
7 OAR

9 581-22-317

10 Alternative Education Programs

12 (1) A school district shall grant credit for work satisfactorily completed in an
13 alternative education program as defined in ORS 339.605 and 615, provided
14 the student:

15 (a) Successfully completes classroom or equivalent work (e.g., supervised
16 independent study, work experience, research) in a course of at least 130
17 clock hours in accordance with OAR 581-22-102;

18 (b) Completes a unit of credit in a school accredited by Northwest
19 Association of Schools and Colleges;

20 (c) Completes a unit of credit where performance-based criteria acceptable
21 to the school district are identified; or

22 (d) Demonstrates competency or mastery of subject as defined by the school
23 district by any one or more of the following as approved by the district:

24 (A) Successfully passes an appropriate exam;

25 (B) Provides sample of work or other evidence which demonstrates
26 equivalent knowledge or skill; and

27 (C) Provides documentation of prior learning activities or experiences
28 (e.g., certification of training, letters, diplomas, awards, etc.).
29

30 (2) Students served by public and private alternative programs shall be those
31 identified under ORS 339.250(6) and other students whose academic or
32 vocational interests and needs are best served through participation in such
33 programs.
34

35 (3) The local board shall approve private and public alternative education
36 programs operated or contracted by districts.
37

38 (4) Districts shall adopt policies and procedures for annual evaluation of public
39 and private alternative education programs pursuant to ORS 339.635.
40

41 (5) Districts shall adopt policies and procedures for notification to parents and
42 students regarding the availability of alternative education programs that are
43 appropriate and accessible in accordance with OAR 581-21-071.
44

47 dc OAR462

48 6/1/90

1 Oregon Administrative Rule 581-23-008
2 Accountable Activities for Alternative Education Programs

3
4 Statutory Authority:

5
6 SBE
7 OAR

8
9 581-23-008

10 Accountable Activities for Alternative Education Programs

11
12 OAR 581-23-008, Accountable activities for purposes of ORS 339.253 are defined
13 as one or more of the following as approved by the school district by contract:

14
15 (1) Tutorial Instruction;

16
17 (2) Small Group instruction;

18
19 (3) Large group instruction;

20
21 (4) Personal growth and development instruction;

22
23 (5) Counseling and guidance;

24
25 (6) Computer assisted instruction;

26
27 (7) Vocational training;

28
29 (8) Cooperative work experience and/or supervised work experience;

30
31 (9) Instructional activities provided by institutions accredited by the Northwest
32 Association of Schools and Colleges;

33
34 (10) Supervised community service activities performed as part of the
35 instructional program; and

36
37 (11) Supervised independent study in accordance with a student's educational goals.

38

39

40

41 dc OAR462

42 11/30/88

STATE BOARD OF EDUCATION POLICIES

3820.10 Student Retention

The State Board recognizes that many students face uncertain futures as family members, citizens, and productive employees because they cannot gain access to, or benefit from, traditional school programs. The state and local school districts, in concert with business and community resources, should reach out to all students at risk of leaving school prior to graduation.

The Board recommends extensive involvement of schools with parents and community child-serving agencies to assess each child's social and economic conditions and then create opportunities for success for each at-risk student. This will require well-integrated student retention programs with:

- Accommodation of individual learning styles and needs.
- Preservice and inservice training in working with at-risk students for teachers.
- Intensive counseling and mentoring to help the student make a personal investment in school.
- Personalized programs to help students learn essential skills and thereby improve academic performance.
- Incentives for staying in school; support services should include career planning and coordinated work programs, health care, parent education, and infant care facilities for the adolescent parent.
- Transition programs for students at key points in grades K-12 .
- Collaboration of school, parent and community organizations in support of student retention efforts, including alternative, private and public schools, and community college programs.
- Coordination with other agencies to assist children and families whose problems affect student success in school.

Further, the Board recognizes the value of the following efforts in reaching at-risk students:

- State-supported preschool and early school programs.
- Recognition and replication of effective programs.
- A state system of student retention information and research which is used to develop appropriate policies and to target resources.
- Coordination of all resources toward reversing the multi-decade trend of early school leaving.
- The development of division and Department annual goals and activities which will promote student retention.

- Ref: ORS 339.250 - Duty of Pupil to Comply With Rules; Discipline; Alternate Programs*
ORS 339.253 - Enrollment in Alternate Programs of Instruction costs
ORS 339.255 - Effect of Failure to Propose Alternative Programs
OAR 581-21-071 - District Information for Alternative Education Programs
OAR 581-22-317 - Allowable Credit for Alternative Education Programs
OAR 581-23-006 - Student Accounting Records and State Reporting
OAR 581-23-008 - Accountable Activities for Alternative Education Programs

(New Policy, Adopted 2/89)

3830.2 Alternative Programs

The State Board recognizes that while most students learn from traditional education programs in traditional settings, a number of students appear to be unable to learn or benefit from those programs. Many of those students also become involved with one or more of the agencies serving youth. It is in the best interest of both the student and the state to coordinate the impact of all those groups working with these particular students. It is evident that unusual and nontraditional approaches must be developed and expanded in approaching the educational aspect of this problem.

The Board encourages school districts to develop and support alternative educational programs to serve those students who experience difficulty in the traditional education program. School districts shall establish policies and procedures for identifying and counseling students with erratic attendance patterns, severe disciplinary problems, or who are intending to withdraw from the regular education program. Such students shall be advised and assisted in securing alternative education and/or counseling. Districts should establish working relationships with other youth-serving agencies and organizations to develop coordinated and cooperative programs that combine the role responsibilities of each agency into a comprehensive delivery system. Districts should develop programs to assist all students in gaining a better understanding of both their rights and their responsibilities as students and citizens.

The State Superintendent shall assist school districts in implementing alternative programs according to ORS 339.250 and ORS 339.253.

- Ref: ORS 339.250 - Duty of Pupil to Comply with Rules, Discipline; Alternative Programs*
ORS 339.253 - Enrollment in Alternative Programs
OAR 581-21-071 - District Information for Parents and Students on Alternative Education Programs
OAR 581-22-317 - Allowable Credit for Alternative Education Programs
OAR 581-23-008 - Accountable Activities for Alternative Education Programs

5210 Compulsory School Attendance

Society's needs can best be met by an educated and informed public. Students, with guidance from parents or guardians, have a responsibility to pursue and actively participate in the educational process in order to become productive citizens and family members.

Statutory school attendance requirements allow little flexibility to local districts. More can be done to retain students in educational activities leading to graduation and the acquisition of employment skills, through appropriate administrative rules and local programs.

The State Board believes that:

- All school-age children have the right to educational supervision and guidance of the local school district.
- Providing these opportunities calls for a revised definition of compulsory school attendance statutes, and this should fall within the purview of the State Board.
- Exemptions from compulsory attendance for students suffering from disabilities as defined by law, should rest with the State Board.
- Exemptions from compulsory attendance for students taught at home or in private or parochial schools, or as provided for by law, should be determined legislatively as in ORS 339.030(2), (5), and (7).

Ref: ORS Chapter 339 – School Attendance; Admission; Discipline; Alternative Education Programs
ORS Chapter 343 – Special Education Services
ORS 581, Division 15 – Special Education

(New Policy, Adopted 2/89)

GUIDELINES FOR SCHOOL DISTRICTS

**Checklist for Standard OAR 581-22-317
and Sample Board Policy**

CHECK LIST FOR STANDARD 581-22-317

Alternative Education Programs

Standard Requirements

The district grants units of credit for work satisfactorily completed in an alternative education program. Yes _____ No _____

Evidence _____

The district defines "erratic attendance" and "severe disciplinary problem" in board policy. Yes _____ No _____

Evidence _____

The district has policy and procedures for informing students, parents and guardians of the law regarding alternative education, alternative education services available, and the district's policy for funding of alternative programs. Yes _____ No _____

Evidence _____

The district has policy and procedures for parents and guardians to request establishment of alternative programs within the district. Yes _____ No _____

Evidence _____

The district has policy and procedures to provide alternative programs that are appropriate and accessible which maintain learning situations that are flexible with regard to environment, time, structure and pedagogy. Yes _____ No _____

Evidence _____

The district has policy and procedures to provide alternative programs that assist the student to achieve the goals of the curriculum in a manner consistent with their learning styles and needs. Yes _____ No _____

Evidence _____

The district has policy and procedures that assess and monitor the progress of the student enrolled in an alternative program. Yes _____ No _____

Evidence _____

The district has policy and procedures for notification of students, parents and guardians of available Oregon Department of Education registered alternative programs:

Upon the second occurrence of a severe disciplinary problem within a three-year period, Yes _____ No _____

Evidence _____

If the student's attendance is so erratic that he/she is not benefiting from the current education program, Yes _____ No _____

Evidence _____

If the student is being considered for expulsion as a disciplinary alternative. Yes _____ No _____

Evidence _____

When a student is expelled pursuant to subsection (3) of ORS 339.250, Yes _____ No _____

Evidence _____

Or, when the district grants an exemption from compulsory attendance as provided under ORS 339.030. Yes _____ No _____

Evidence _____

The district has policy and procedures to evaluate annually the public and private alternative programs it operates, participates in, or contracts with. Yes _____ No _____

Evidence _____

**Oregon School Boards Association
Selected Sample Policy**

Code: JGEB

Adopted:

ALTERNATIVE EDUCATIONAL PROGRAMS*

The Board is dedicated to keeping all students enrolled in the regular educational program. It is recognized, however, that there will be students in the district who may benefit educationally in an alternative program.

A list of Board-approved alternative programs will be adopted. Annual evaluation of alternative programs and student performance will be made.

Alternative programs will be alternative programs of instruction or alternative programs of instruction combined with counseling. These programs may be public or private. Public and private alternative programs shall be registered with the Oregon Department of Education. Alternative programs must meet all the requirements set forth in OAR 581-21-045. Home schooling by the parent is not an alternative placement. The parent, guardian or person in parental relationship is responsible for enrolling the student. If the student is 18 years of age, the student is responsible.

The district shall pay the actual cost of the alternative program or an amount that is at least equivalent to 80% of the district's estimated current year's average per pupil net operating expenditure, whichever is lesser. The district is not obligated to provide or pay for transportation. The district will enter into a written contract with the program.

If a student, sixteen years or older, voluntarily withdraws from the school, the district must provide the same documentation of alternative programs; however, the district has no obligation to pay for such programs.

If a student is not successful in the alternative program, there is no obligation to propose or fund a second alternative.

END OF POLICY

Legal References:

ORS 332.072	OAR 581-21-070
ORS 339.030 - 339.990	OAR 581-21-071
ORS 339.250	OAR 581-22-317
ORS 339.635	OAR 581-22-502
OAR 581-21-045	OAR 581-23-006
OAR 581-21-065	OAR 581-23-008

Cross References:

Policy JGEAB - In-district Alternative Educational Programs
Policy JGEAC - Notification of Alternative Education
Policy JGEAD - Alternative Educational Programs Following Expulsion

**Oregon School Boards Association
Selected Sample Policy**

Code: JGEAC

Adopted:

IN-DISTRICT ALTERNATIVE EDUCATIONAL PROGRAMS *

The superintendent will develop in-district alternative programs in compliance with Oregon Administrative Rules and Oregon Revised Statutes:

1. For students who are unable to succeed in the regular programs;
2. When a public or private alternative program is not readily available or accessible.

Alternative programs implemented by the district are to "maintain learning situations that are flexible with regard to environment, time, structure and pedagogy."

Examples of district programs would include:

1. A separate school;
2. Evening classes;
3. Tutorial instruction;
4. Small group instruction;
5. Large group instruction;
6. Personal growth and development instruction;
7. Counseling and guidance;
8. Computer-assisted instruction;
9. Vocational training;
10. Cooperative work experience and/or supervised work experience;
11. Instructional activities provided by institutions accredited by the Northwest Association of Schools and Colleges;
12. Supervised community service activities performed as part of the instructional program; and
13. Supervised independent study in accordance with a student's educational goals.

The superintendent will develop a procedure for establishing alternative programs.

END OF POLICY

Legal References:

ORS 332.072	OAR 581-21-070
ORS 339.030 - 339.990	OAR 581-21-071
ORS 339.250	OAR 581-22-317
ORS 339.635	OAR 581-22-502
OAR 581-21-045	OAR 581-23-006
OAR 581-21-065	OAR 581-23-008

Cross Reference:

Policy JGEA - Alternative Educational Programs
Policy JGEAC - Notification of Alternative Education
Policy JGEAD - Alternative Educational Programs Following Expulsion

**Oregon School Boards Association
Selected Sample Policy**

Code: JGEAD

Adopted:

ALTERNATIVE EDUCATION NOTIFICATION *

General notification of the alternative education law shall be contained in the student/parent/(guardian) handbook distributed each year.

Individual notification to students and parents or guardians regarding the availability of alternative programs will be given under the following situations:

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 is expelled;
5. When a student or the student's parent or legal guardian notifies the district of intent to withdraw.

Individual notification shall be hand-delivered or sent by certified mail. Parents shall receive individual notification prior to an actual expulsion.

Notification shall include:

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

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

END OF POLICY

Legal References:

ORS 332.072
ORS 339.250
OAR 581-21-071

31

Cross References:

Policy JGEA - Alternative Educational Programs
Policy JGEAB - In-district Alternative Educational Programs
Policy JGEAD - Alternative Educational Programs Following Expulsion

**Oregon School Boards Association
Selected Sample Policy**

Code: JGEAE

Adopted:

ALTERNATIVE EDUCATIONAL PROGRAMS FOLLOWING EXPULSION *

Prior to any student expulsion, the district will document to the parent or guardian of that student the appropriate educational alternatives. Such alternative programs will be instructional, or instructional combined with counseling.

The proposal of potential alternatives will be hand delivered or sent by certified mail to assure that the parent/guardian has received it prior to the time of actual expulsion.

Appropriate programs may be either public or private (non-sectarian). 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 pay the actual cost of the alternative program or an amount that is at least equivalent to 80% of the district's estimated current year's average per pupil net operating expenditure, whichever is lesser. The district is not obligated to provide or pay for transportation. The district will enter into a written contract with the program.

If a student, sixteen years or older, voluntarily withdraws from the school, the district must provide the same documentation of alternative programs. However, the district has no obligation to pay for such programs.

If a student is not successful in the alternative program, there is no obligation to propose or fund a second alternative.

END OF POLICY

Legal References:

ORS 339.250 - 339.253
OAR 581-21-071
OAR 581-22-502
OAR 581-23-006
OAR 581-23-008

* These Sample Board Policies were furnished by the Oregon School Boards Association.

QUESTIONS AND ANSWERS

QUESTIONS AND ANSWERS

NOTIFICATION AND AVAILABILITY OF ALTERNATIVE PROGRAMS

Question: Must school districts inform all parents or guardians of the availability of alternative programs?

Answer: Yes, the district must generally inform all parents or guardians of the law regarding alternative education and educational services available by such means as the student/parent handbook or newspaper notice, or individual letter to a parent.

Question: Under what circumstances must school districts provide individual notification of the availability of appropriate and accessible alternative programs to students and parents or guardians? How often must such notification be given?

Answer: Individual written notification to students and parents or guardians must be given in the following instances: (a) upon the occurrence of a second or any subsequent occurrence of a severe disciplinary problem within a three-year period; (b) when the district finds a student's attendance pattern so erratic that the student is not benefitting from the education programs; (c) when the district is considering expulsion as a disciplinary alternative; (d) when a student is expelled pursuant to Section 3 of ORS 339.250; and (e) when an emancipated minor, parent, or legal guardian applies for a student's exemption from compulsory attendance on a semiannual basis as provided in ORS 339.030(5). (See OAR 581-21-071, District Information for Parents and Students on Alternative Education Programs.) Notification shall be given at least every six months and more often if new programs become available.

Question: Must the district propose more than one alternative program?

Answer: Yes, ORS 339.250(6) states, ". . . a district school board shall consider and propose to the pupil. . . alternative programs of instruction. . ."

Question: If a district tells students that the district no longer has an appropriate educational program available to the student, and that the student would be better off to leave the school, is the district relieved of the obligation to provide an educational program?

Answer: No, ORS 332.072 states, "A school district is responsible for the education of all children residing within the school district." Although a school district may excuse a child from compulsory education under certain circumstances, telling the student or parents that the student would be better off to leave school could be construed as depriving the child of an education program without due process.

Question: What if the proposed alternative program does not have any openings or is located out of the area?

Answer: A proposed alternative program must be one that is "appropriate and accessible" to the student. A program would not be accessible if the student should not have to be placed on a waiting list, has to wait until a new semester or quarter begins, or has to move away from home in order to attend the program.

Question: If a student is about to be expelled, how much pressure can the parents exert on the school to place the child in an alternative program?

Answer: The district is not obligated to place the child in an alternative program as long as the district is offering an appropriate program. Once the notice for an expulsion hearing has been sent to the parents, and the student has been suspended prior to the hearing, the district has an obligation to propose alternative programs of instruction.

Question: If a student just quits attending school, but does not formally withdraw from school, is the district obligated to provide notification of alternative programs?

Answer: No, OAR 581-21-071(2)(e) and ORS 339.250(6)(d) provide that the notification is only required when the student or the student's parents or legal guardian "applies for a pupil's exemption from compulsory attendance on a semi-annual basis as provided in ORS 339.030(5). The district must, however, cooperate with the attendance supervisors in attempting to get the student back into school unless the student is exempt from the compulsory attendance laws.

Question: What is the district required to do when expelling a student in regard to an alternative program of instruction?

Answer: Prior to expulsion, the district is required to consider, propose, and document to parents, legal guardian or person in parental relationship to the pupil, alternative programs of instruction, or instruction combined with counseling for the student.

The word "document" means to furnish written information. The proposed alternative program should be hand-delivered or sent by certified mail. The district should be sure the parent receives it prior to the time of actual expulsion and that the district has documentation that it has fulfilled its obligation.

The statute says that the district shall consider and propose . . . alternate programs. The alternate programs of instruction, or instruction combined with counseling, contemplated under ORS 339.250(6) and (7), may be public alternative programs in the district or private alternative programs. Example of district programs would include a

separate school, evening classes, or tutorial instruction by district certificated staff. Alternative programs implemented by the district are to: "maintain learning situations that are flexible with regard to environment, time, structure and pedagogy." ORS 339.615(1).

Question: Are there any penalties for a district's failure to propose alternative programs of instruction prior to the expulsion of a student?

Answer: Yes, a district can be found deficient in standards if it does not propose alternate education programs prior to expulsion. This would make a district vulnerable to losing basic school support funds as outlined in ORS 327.103. Failure to propose and document to the parent the alternative programs, however, is not a basis for a civil suit. See ORS 339.255.

Question: If the parent of a student sixteen years or older applies for an exemption to the compulsory attendance law under ORS 339.030(5), what is the district required to do?

Answer: The school district must notify the parent of appropriate and accessible alternative programs of instruction or counseling, or regular programs of instruction combined with counseling, for the student. The district is not obligated to pay for the proposed program, however, districts may pass along support for such students. Refer also to ORS 339.030.

PLACEMENT, TRANSPORTATION, AND FUNDING OF ALTERNATIVE PROGRAMS

Question: Who is responsible for enrolling the student in an alternative program?

Answer: The parent, guardian or person in parental relationship is responsible for enrolling the student. If the child is over eighteen years of age or is emancipated, the child is responsible.

Question: Is the parent legally required to enroll the student in the alternative program proposed by the District?

Answer: No, during the period of expulsion, the parent has a right, but not a legal requirement, to enroll the child in an alternate program proposed by the district. The expulsion acts as an exemption to the compulsory attendance law which requires the parent to send a child to school. After the period of expulsion, the parent must re-enroll the child, unless the child qualifies for one of the exemptions to compulsory attendance at ORS 339.030. If the parent does not fulfill the legal duty to send the child to school, the parent is liable for the fine and imprisonment penalty established at ORS 339.990.

Question: Is the school district obligated to provide transportation for a student to attend a proposed alternative program?

Answer: The district is not obligated to provide transportation. However, if the alternative program is not accessible, the school district must then propose another alternative program.

Question: Who pays for the alternative program?

Answer: The school district must pay 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 pupil net operating expenditure, whichever is lesser. The district has authority to pay for additional tuition, but is not required to do so. If the parent chooses an alternative program not proposed or agreed to by the district, the parent is fully responsible for payment. The school district may restrict its funding for an alternative program to the amount of basic school support only if the district and private program agree that this is to be the actual cost to the district.

Question: How does a district arrange to pay for alternative education?

Answer: It is advisable for the districts to enter into a written contract with the program. The contract should state the length of the school day, the records to be maintained, and the formula for payment by the district to the alternative education program. The contract should also state that the program will make an annual statement of expenditure of all basic and local school support funds as is required by ORS 339.253(2).

Question: If a student's family moves to another district during the alternative placement, who has responsibility for the student placement and tuition? Is district B obligated to the placement of district A?

Answer: ORS 339.615(2) states that the resident district is responsible for the alternative placement. When the student's family moves, the new resident district must evaluate the student and determine the appropriate placement. They may decide to allow the student to continue in the alternative placement and pay the tuition. (NOTE: This would not be true if a student is over eighteen or legally emancipated. In those cases, the student's residency is determined by where the student actually resides. See ORS 332.595.

Question: Is a situation where the parent teaches the child at home an alternative placement?

Answer: No, home schooling by the parent is an exemption under the Compulsory Attendance Law. ORS 339.030(5)

Question: If a student has not been expelled but has been referred to an alternative program and then fails to attend or to follow program rules, what options does the district have?

Answer: It could (1) return the child to the regular instructional program; (2) propose and allow the student to enroll in a different alternative program; or (3) proceed with the expulsion process if the facts warrant expulsion.

Question: What is the obligation of the district to provide an education to a student who has been expelled but does not follow through on attending the program?

Answer: The district has relieved its obligation once it provides the notification. At the end of the period of expulsion, the district and parent must follow the procedure for students under the Compulsory Attendance laws. Unless the student comes within an exemption, the parent must re-enroll the child in the public school.

Question: Is the district obligated to pay for alternative program placement after the period of expulsion has elapsed?

Answer: If a child is determined by the school district and the parent to be able to benefit from the alternative program, and it is agreed by the school district that the child would be best served continuing in the alternative rather than returning to the regular school program after the period of expulsion, the school district is authorized to pay for this, but it is not obligated to do so.

Question: Is private tutoring an acceptable alternative program?

Answer: ORS 339.250 states that the district shall propose "alternative programs of instruction or instruction combined with counseling for the pupil." Private tutoring could be an acceptable alternative program only if it is the most appropriate option available. It is recommended that tutoring be combined with counseling or some kind of small group or large group instruction as the child gets ready to re-enter the public school. Tutoring may even be combined with a correspondence program in geographically remote areas if it is suitable for a particular student's needs. A minimum of five hours per week of individual should be provided. The district may claim basic school support for tutoring on the basis of one hour tutorial instruction equaling one full day's basic school support. See OAR 581-23-006(6)(a)(c) and 6(d).

Question: May the alternative program proposed by the district be a part-time program and if so, how does the district account for the student's time?

Answer: Yes, the district, at its discretion, may propose an alternative part-time program. The district must ensure that the alternative school accurately accounts for the student in a manner which will enable the district to receive the proper amount of basic school support funds for the student. This means that accurate enrollment and

attendance records must be kept by the alternative school and given to the district for students in alternative programs. The alternative school has the statutory obligation from by ORS 339.620(2) to "be accountable [to the district] for the expenditure of all basic school and other school support funds, providing the school district with an annual statement of expenditures." OAR 581-23-006 gives further specifics.

Question: May an alternate program be a private parochial school?

Answer: No. Oregon's Constitution prohibits giving state monies to religious institutions, which would include an alternative program sponsored by a parochial school. The alternative program proposed by the district must be nonsectarian.

Question: Is a community college program an appropriate referral?

Answer: If the program meets the learning styles and needs of the student, it may be proposed to a parent the same as any other alternative program. The program must be registered with the Oregon Department of Education as an alternative program. The community college may have a contract with the district, and the district would be obligated to pay the actual cost of the program or 80 percent of the district's current year average per pupil operating expenditure, whichever is lesser, and the community college may collect FTE on the student. See ORS 341.635.

Question: If an expelled student does not succeed in the alternative program selected jointly by the parent and the district, must the district then offer another program?

Answer: No. If the student is failing in an alternative program originally approved by the district under ORS 339.253, the district has no continuing obligation to propose a second alternate program. The district must stand ready to re-enroll the student at the end of the expulsion.

Question: When a student is expelled who has an alcohol and/or drug problem and ends up in a treatment program, is the district obligated to pay for the program?

Answer: Alcoholism and drug addiction are considered to be handicapping conditions under the Regulations to Section 504 of the Vocational Rehabilitation Act of 1973. See Department of Education publication "Student Access". The district is obligated to pay for the education component of the treatment program.

Question: Can transportation costs be considered in meeting the district's obligation to pay the less of the actual cost of the program or 80 percent of the district's average per pupil net operating expenditure?

Answer: Transportation costs are not used in computing the district's per pupil net operating expenditure; thus, these costs may not be included.

PROGRAM EVALUATION, TEACHER CERTIFICATION, CREDIT AND STUDENT ACCOUNTING

Question: Must the alternative program meet any standards?

Answer: The learning situation must be flexible with regard to environment, time, structure, and pedagogy. ORS 339.615. The program must not discriminate, as outlined in OAR 581-21-045. It must be registered with the Department of Education and approval by local school boards; or, if the child involved is eligible for special education, the program must be approved by the Department of Education. ORS 339.260. The alternative program must follow required accounting procedures in order to count the child for basic school support funds. See OAR-581-23-006 and 581-23-008. The alternate program must be evaluated by the school district at least annually if the district operates, participates in, or contracts for the program.

Question: Do districts have to monitor or evaluate alternative education programs?

Answer: If basic school support and other public funds are going to the program, the district must conduct an annual evaluation of the alternative education program as required by ORS 339.635. ORS 339.615 requires that the alternative program be flexible in regard to environment, time, structure and pedagogy. Additionally, it is recommended that the school district evaluate the site as to safety and adequacy. The district should evaluate the adequacy of the curriculum and its transferability to the regular school as well as its adaptability to various student needs. A determination of the qualifications of the alternative program should be made by a school district before it contracts with the alternative program.

Question: Do teachers in alternative education programs have to meet certification and endorsement requirements of Teacher Standards and Practices Commission (TSPC)?

Answer: If the teachers are employees of a school district or an ESD, the teacher must hold a current Oregon Teaching Certificate. If the teacher is not a direct employee, but is hired by a private alternative program or a community college, there is not a requirement of teacher certification.

Question: May a school district grant units of credit in an alternative education program?

Answer: Yes, a district must grant credit if the student satisfactorily completes work in certain situations as set forth in OAR 581-22-317.

Question: How do the students' hours in private alternative education programs affect the amount of basic school support funds that the school district receives for that student?

Answer: For private alternative programs, OAR 581-23-006, Section 6, provides for the district to be reimbursed on an hourly formula for basic school support fund purposes, based upon class size, i.e., large group, small group, or a tutorial setting as defined by Subsections (1)(i), (1)(l) and (1)(n) of OAR 581-23-006.

"Instruction" for purposes of reimbursement of alternative programs means those accountable activities described at OAR 581-23-008.

Question: What procedural due process must an alternative program follow to exclude a student who is in the alternative program due to an expulsion from a regular program?

Answer: A student may be excluded from the alternative program with minimal due process. "Minimal due process" means that the student must be given some kind of notice and afforded some kind of hearing prior to exclusion to ensure that the misconduct actually occurred. See Goss v Lopez 419 U.S. 565(1975). The process defined in OAR 581-21-065 relating to suspension would be sufficient. The reason for the informal notice and hearing is that the student has the right to go back into the regular public school program after the period of expulsion has ended and the student has already been given full due process in the hearing on the original expulsion. ORS 339.250(5); OAR 581-21-070.

Question: What is the amount of time that will allow a school district to claim one full day of basic school support for students being educated individually or in small group?

Answer: See OAR 581-23-008 and OAR 581-23-006(6)(c) for details. One hour of one-on-one tutoring, or three hours of small group instruction equates to a full date of regular class attendance. OAR 581-23-006(6)(c) indicates that for small group instruction (2-5 students), you multiply total hours of instruction by .333 and divide by 55 for the December 31 report and by 175 for the end-of-year report.

Question: A private alternative program has students attending three hours per day under contract with the school district. The district keeps them enrolled in the home high school. Three hours is more than half a day. Can the district claim these students on the basis of membership rather than attendance?

Answer: No, they must be counted on the basis of attendance and reported on Form 581-3201A.

Question: A Residential Youth Care Center operates a private school. The school district in which the program is located bills for these children under the dependent child billing process and contracts with the Residential Youth Care Center for the education program. How should these children be counted for the purposes of the resident district's computation for claiming basic school support? Should they count on the basis of membership or attendance?

Answer: You should report on the basis of attendance.

Question: Does the requirement for reporting students on the basis of ADA vs. ADM apply to publicly operated alternative programs?

Answer: Private programs must report on the basis of attendance. Publicly operated programs may choose either method.

**REPORTING ON ATTENDANCE
IN ALTERNATIVE PROGRAMS FOR
BASIC SCHOOL SUPPORT FUNDS**

October 31, 1988

TO: Administrators of Alternative Education Programs

FROM: Walter Koscher, Coordinator
School Finance & Data Information Services

RE: Form 581-3201A, Basic School Support Fund Report of ADM in
Alternative Programs

Beginning with the 1988-89 school year, a new format for reporting students in alternative programs has been developed. This change is due to passage of Senate Bill 667 and the resulting amendment to a Department of Education administrative rule (OAR 581-23-006).

Enclosed are copies of the new form developed to implement the changes. Private alternative programs must use this form; alternative programs operated by school districts or ESDs may use either the form used to report regular full-time programs (form 3200, Student Personnel Accounting Report) or form 3201A.

If you need further clarification, please do not hesitate to call me at 378-3631.

Enclosure
9FIN

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**Basic School Support Fund Report of ADM in Alternative Programs
for Students Attending Pursuant to ORS 339.250**

- For Quarter Ending October 1 through December 31, 19____
- For Year Ending June 30, 19____

Name of Program _____ Resident School District _____

Type of Program (1)	Hours of Instruction		Membership Days		Equivalent ADM		ADM Total (6 + 7)
	Gr. 1-8 (2)	Gr. 9-12 (3)	Gr. 1-8 (4)	Gr. 9-12 (5)	Gr. 1-8 (6)	Gr. 9-12 (7)	
A. Large Group Instr.							
B. Small Group Instr.							
C. Tutorial Instr.							

Instructions (additional instructions on back of form)

- A. Large Group** means instruction provided to a class of six or more students.
Col. 2 & 3 — Enter the total hours of instruction received by students.
Col. 4 & 5 — Multiply instructional hours by .167.
Col. 6 & 7 — Divide membership (col. 4 & 5) by 55 for the quarter ending December 31 and by 175 for the year ending June 30.
Thirty hours per week per student is equivalent to full time and is the maximum that can be reported under large group.
- B. Small Group** means instruction provided to a class of 2-5 students.
Col. 2 & 3 — Enter the total hours of instruction received by students.
Col. 4 & 5 — Multiply instructional hours by .333.
Col. 6 & 7 — Divide membership (col. 4 & 5) by 55 for the quarter ending December 31 and by 175 for the year ending June 30.
Fifteen hours per week per student is equivalent to full time and is the maximum that can be reported under small group.
- C. Tutorial** means instruction provided to one student.
Col. 2 & 3 — Enter the total hours of tutorial instruction received by students.
Col. 6 & 7 — Divide hours of instruction (col. 2 & 3) by 55 for the quarter ending December 31 and by 175 for the year ending June 30.
Five hours per week per student is the equivalent to full time and is the maximum that can be reported under tutorial

No more than 5 days membership per week may be claimed for a student receiving a combination of instructional services. A student may never be counted as more than 1 ADM for any reporting period.

Data supporting this report must be retained for a two-year period for auditing purposes.

I HEREBY CERTIFY that this report is true, correct, and complete to the best of my knowledge.

Signature of Alternative School

Title

Date

Signature of Resident School District

Date

Additional Instructions

An alternative program not operated by a school district or ESD must report on Form 3201A. Alternative programs operated by school districts and ESDs may use either Form 3200, Student Personnel Accounting Report, or Form 3201A.

This report is due in the Oregon Department of Education 10 days after the end of the second quarter and the end of the school year.

The membership provided on this form must not be included on Form 581-3200.

Complete three copies of the form. Retain one copy. Forward two copies to the resident school district. The resident school district should countersign the form, retain one copy for its file, and send the remaining copy to the Oregon Department of Education.

Please attach a list of students served.

Please ensure that no student is reported as receiving more than the full-time equivalent of one ADM per week if the student receives a combination of large group, small group and tutorial services. Please use the following as a guide:

- A. Six hours of large group instruction is the equivalent of one day.
- B. Three hours of small group instruction is the equivalent of one day.
- C. One hour of tutorial is the equivalent of one day.

For a one-week period the combination of services provided to one student cannot exceed five membership days.

The Department of Education's copy will be used to allocate ADM to the resident district for purposes of the Basic School Support Fund, the County School Fund, and the Common School Fund.

If you have questions regarding the completion of this form, please call 378-3631.

STUDENT PERSONNEL ACCOUNTING REPORT

OREGON DEPARTMENT OF EDUCATION, SALEM, OREGON 97310-0290

COUNTY 1)	DIST. NO.	SCHOOL	GRADES 2) COVERED	YEAR 3)	NAME OF PERSON REPORTING 4)	REPORTING PERIOD 5) <input type="checkbox"/> 1st QTR. <input type="checkbox"/> 3rd QTR. <input type="checkbox"/> ANNUAL <input type="checkbox"/> 2nd QTR. <input type="checkbox"/> 4th QTR. <input type="checkbox"/>		
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I. ENROLLMENT — REGULAR SESSION							STUDENTS* REMAINING	TOTAL DAYS MEMBERSHIP FOR REPORTING PERIOD
GRADE	SUMMARY OF ENROLLMENT (CUMULATIVE)							
	E ₁	E ₂	R ₃	R ₅	R ₁ R ₂ R ₄	W		
KG	6)	22)	38)	54)	70)	86)	102)	118)
1	7)	23)	39)	55)	71)	87)	103)	119)
2	8)	24)	40)	56)	72)	88)	104)	120)
3	9)	25)	41)	57)	73)	89)	105)	121)
4	10)	26)	42)	58)	74)	90)	106)	122)
5	11)	27)	43)	59)	75)	91)	107)	123)
6	12)	28)	44)	60)	76)	92)	108)	124)
7	13)	29)	45)	61)	77)	93)	109)	125)
8	14)	30)	46)	62)	78)	94)	110)	126)
UNCL (1-8)	15)	31)	47)	63)	79)	95)	111)	127)
9	16)	32)	48)	64)	80)	96)	112)	128)
10	17)	33)	49)	65)	81)	97)	113)	129)
11	18)	34)	50)	66)	82)	98)	114)	130)
12	19)	35)	51)	67)	83)	99)	115)	131)
UNCL (9-12)	20)	36)	52)	68)	84)	100)	116)	132)
TOTAL	21)	37)	53)	69)	85)	101)	117)	133)

II. DAYS IN SESSION (SEE INSTRUCTIONS ON REVERSE)	
ITEM	DAYS
NO. OF DAYS IN SESSION	134)

IV. LENGTH OF SCHOOL YEAR (1st QUARTER ONLY)	
ITEM	DAYS
1. NO. OF DAYS TO BE TAUGHT DURING YEAR	142)
2. OPENING DAY OF SCHOOL	143)
3. SCHEDULED CLOSING DAY OF SCHOOL	144)

V. HIGH SCHOOL GRADUATES	
	(ANNUALLY — ACTUAL)
1 MALES	145)
2 FEMALES	146)

III. SUMMARY OF ATTENDANCE IN REGULAR SESSION				
	ITEM	RESIDENT STUDENTS	NON-RESIDENT STUDENTS	ATTENDING STUDENTS
1. KINDERGARTEN	TOTAL DAYS PRESENT	147)	156)	165)
	TOTAL DAYS ABSENT	148)	157)	166)
	TOTAL DAYS MEMBERSHIP	149)	158)	167)
2. GRADES 1-8	TOTAL DAYS PRESENT	150)	159)	168)
	TOTAL DAYS ABSENT	151)	160)	169)
	TOTAL DAYS MEMBERSHIP	152)	161)	170)
3. GRADES 9-12	TOTAL DAYS PRESENT	153)	162)	171)
	TOTAL DAYS ABSENT	154)	163)	172)
	TOTAL DAYS MEMBERSHIP	155)	164)	173)

*"STUDENTS REMAINING" IS NOT TO BE USED AS BEGINNING ENROLLMENT FOR THE NEXT QUARTER.

THIS SUMMARY SHEET SHOULD BE PREPARED IN QUADRUPPLICATE BY EACH BUILDING PRINCIPAL AT THE END OF EACH QUARTER. IF THE REGISTER IS NOT CENTRALLY KEPT IN THE BUILDING, THEN EACH TEACHER KEEPING A REGISTER SHOULD COMPLETE SECTIONS I AND III OF THE SUMMARY SHEET AND FORWARD A COPY TO THE BUILDING PRINCIPAL FOR COMPILATION. ONE COPY SHOULD BE RETAINED IN THE REGISTER AND THE REMAINING THREE SENT TO THE DISTRICT OFFICE. THE DISTRICT OFFICE WILL FORWARD TWO TO THE ESD SUPERINTENDENT, WHO WILL FORWARD ONE TO THE OREGON DEPARTMENT OF EDUCATION.

51

INSTRUCTIONS:

This report is due in the Oregon Department of Education 10 days after the end of each quarter and the end of the school year.

Before completing this report, please refer to the *Oregon Student Accounting Manual*, dated July 1985.

SECTION I. Enrollment is to be cumulative. For example, the 2nd quarter report should include the enrollment data for the 1st and 2nd quarters.

Students Remaining must not be used as beginning enrollment on the succeeding report period.

A student is present or absent (is counted in membership) from the day of enrollment to the day of withdrawal. A student whose withdrawal status is known or can be determined within ten days shall be marked as a withdrawal on the school day following the last day of actual attendance. If a student's withdrawal status cannot be determined, the student may be carried as absent for a maximum of ten consecutive days and shall be withdrawn on the eleventh consecutive school day.

Total Days Membership for the reporting period (Section I, Item 133) must equal the grand total days membership for attending students in Section III. Total days membership is *not* cumulative on the quarterly reports. It should be reported only for the period concerned.

SECTION II. A day in session means a scheduled day of instruction during which students are under the guidance and direction of teachers. These are the only days on which membership can be counted.

SECTION III. In this section, the total days present, total days absent, and total days membership by level (Kg., 1-8, and 9-12) must be reported for resident students, nonresident students, and attending students. Attending Students is the total of resident and nonresident students.

SECTION IV. This item is to be completed at the end of the 1st quarter only. The total days your school is scheduled to be in session should be reported in item 1. The date on which your school opened should be entered in item 2, and the scheduled closing date for the year should be entered in item 3.

The Opening Day of School is the first day of the school year on which the teacher and students are in a teaching-learning situation.

SECTION V. This item *must* be completed on the annual report by each high school with a 12th grade. The number of high school graduates, divided between male and female, should reflect the total number of actual graduates during the year.

Basic School Support Fund Report of Non-Resident Students

For Quarter Ending December 31, 19____

For Year Ending June 30, 19____

Attending in District Name & No. _____ County _____

Resident in District Name & No. _____ County _____

SECTION I. Students for whom the resident district pays tuition or who attend ESD-financed programs. (List students below.)

1) Name of School Attended	2) Days in Session	Total Days Membership			Average Daily Membership			9) Total (Col. 6+7+8)
		3) Kg	4) 1-8	5) 9-12	6) Kg (Col. 3÷2)	7) 1-8 (Col. 4÷2)	8) 9-12 (Col. 5÷2)	
Totals								

SECTION II. Students attending under provision of ORS 339.165-339.185 -- Dependent Children from Child-Caring Agencies. (List students and guardian's home address below.)

1) Name of School Attended	2) Days in Session	Total Days Membership			Average Daily Membership			9) Total (Col. 6+7+8)
		3) Kg	4) 1-8	5) 9-12	6) Kg (Col. 3÷2)	7) 1-8 (Col. 4÷2)	8) 9-12 (Col. 5÷2)	
Totals								

SECTION III. Students for whom the resident district does not pay tuition. (List students below.)

1) Name of School Attended	2) Days in Session	Total Days Membership			Average Daily Membership			9) Total (Col. 6+7+8)
		3) Kg	4) 1-8	5) 9-12	6) Kg (Col. 3÷2)	7) 1-8 (Col. 4÷2)	8) 9-12 (Col. 5÷2)	
Totals								

This report is due 10 days after the end of the second quarter and the end of the school year. Before completing this report, please refer to the Oregon Student Accounting Manual, dated Fall 1988, and carefully read the instructions on the back of this page.

I CERTIFY that the above report is true, correct, and complete to the best of my knowledge.

Signature for Attending District

Signature for Resident District

INSTRUCTIONS FOR ATTENDING DISTRICT:

1. Indicate the reporting period (either the 2nd quarter ending December 31 or the year ending June 30). If the report covers the 2nd quarter, report data for the period October 1 through December 31; do not include the 1st quarter. For the year end report, include data for all four quarters.

2. Section I: Complete a separate report for each district which had students attending your district if:

- a) the resident district pays tuition, or
- b) the students are attending an ESD-financed program.

Tuition may include payment in dollars or other identifiable means. For example: exchange of students (either one for one or other mutually agreed upon arrangement) or by provision of services.

Section II: Complete a separate report for each district that will be billed for students attending your district under provision of ORS 339.165 through 339.185. Please note that this report requests total days membership rather than total days attendance as reported on the billing form (Form 581-3190 and 581-3193).

Section III: Complete a separate report for each district which had students attending your district for whom the resident district does not pay tuition.

3. In order to expedite the processing of this form, you may wish to list below each section the names of the students for whom the data apply. This will enable the resident district to more quickly verify the residency of each student.

4. Sign each form before forwarding. Send one copy of each form to the Department of Education. Send three copies to the resident district from which the student(s) come. Send one copy to the ESD of the county from which the student(s) come. Retain one copy for your files.

INSTRUCTIONS FOR THE RESIDENT DISTRICT:

Examine the report in view of your understanding of the situation. If correct, sign the form and forward one copy to the ESD of your county and one to the Department of Education. If not correct, return to the attending district with an explanation of the incorrect data.

INSTRUCTIONS FOR ESD SUPERINTENDENT:

Use the copy sent by the attending district as a guide for checking on the completed copy to be received from the resident district.

If you have any questions regarding the completion of this form, please call 378-3631.

OAR 581-23-006
Student Accounting Records and State Reporting

Statutory Authority: ORS 326.310; 327.125

SBE

OAR

581-23-006

Student Accounting Records and State Reporting

- (1) The following definitions and abbreviations apply to this rule:
- (a) "ADA" means average daily attendance;
 - (b) "ADM" means average daily membership;
 - (c) "Day in session" means a scheduled day of instruction during which students are under the guidance and direction of teachers;
 - (d) "Department" means the Oregon Department of Education;
 - (e) "Full school day" means the length of time a school or program is normally in session during the day, as determined by the local school board under provisions of ORS 332.075(2) and OAR 581-22-502;
 - (f) "FTE" means full-time equivalency;
 - (g) "Instruction" for purposes of reimbursement of alternative programs means accountable activities as defined in OAR 581-23-008;
 - (h) "Instructional unit" means a school or other organizational arrangement which provides instruction of a given type or types;
 - (i) "Large group" means instruction provided by an alternative program approved by a school district to a class of six or more students.
 - (j) "Regular school program" means that which is offered to comply with the standards adopted by the State Board of Education and compulsory school attendance law. This does not include summer school, adult education, or nonhandicapped prekindergarten programs;
 - (k) "Roll" means the list of students who have enrolled in the district during the current school year; and
 - (l) "Small group" means instruction provided by an alternative program approved by the school district to a class of two to five students;
 - (m) "Superintendent" means the State Superintendent of Public Instruction.
 - (n) "Tutorial" means instruction provided by an alternative program approved by a school district to one student.
- (2) Instructions pertaining to the maintenance of student accounting records and state reporting shall be published by the Department.
- (3) Each school district and ESD shall:
- (a) Permanently maintain accounting records of student enrollment, attendance, membership, resident/nonresident status, and such other student information as may be required, for each student enrolled in regular school programs operating during the regular school year. Such records shall utilize uniform definitions of each student measure as stated in this rule;
 - (b) Designate the residency for school purposes, subject to the provisions of ORS 332.595, 339.135 and 339.165, of each student enrolled in the district;

- 1 (c) Have in operation an attendance accounting system which is adequately
2 controlled and enables the district's chief administrator to certify in
3 writing the accuracy of reported data.
- 4 (d) Report enrollment, attendance, membership, and such other information
5 as the Superintendent may require, within 10 days of the end of each
6 reporting period on forms provided by the Department. Reporting periods
7 shall end September 30, December 31, March 31, and June 30; and
- 8 (e) Utilize the following enrollment codes for recording entry, re-entry, and
9 withdrawal of students during the regular school year.
- 10 (A) Original entries:
- 11 (i) E1—any student who has not previously, during the current
12 year, entered any school in the United States,
- 13 (ii) E2—any student who has been enrolled during the current
14 school year in a school in another state and who has not
15 previously, during the current school year, been enrolled in
16 any school in Oregon.
- 17 (B) Re-entries:
- 18 (i) R1—students received from another room in the same school,
19 (ii) R2—students received from a public school in the same school
20 district,
21 (iii) R3—students received from a public school in the state but
22 outside the local school district,
23 (iv) R4—students re-entering after withdrawal or discharge,
24 (v) R5—students received from a nonpublic school in the state.
- 25 (C) Withdrawals (or losses):
- 26 (i) W1—students transferred to another room or classroom in the
27 same building,
28 (ii) W2—students transferred to another public school in the same
29 local district,
30 (iii) W3—students transferred to a nonpublic school in the same
31 local district,
32 (iv) W4—students moved out of the local school district or state,
33 (v) W5—students quitting school after passing compulsory
34 attendance age,
35 (vi) W6—students issued work permits,
36 (vii) W7—students graduated,
37 (viii) W8—students withdrawn because of other reasons,
38 (ix) W —the total of W1 through W8.
- 39 (D) If a school district adopts a year-round schedule incorporating a
40 track system in which one or more tracks are scheduled to cross
41 school years (July 1 through June 30) the enrollment code shall be
42 expanded to include:
- 43 (i) R9—students received from a different grade level within the
44 same district,
45 (ii) W9—students transferred to a different grade level within the
46 same district.
- 47 The use of the R9 and W9 codes shall be limited to those students
48 who change grades within a track during the school year. A W9 entry
49 shall be counted as a day of membership.
- 50

- 1 (4) Students shall be entered and withdrawn from the district roll as follows:
2 (a) A student shall be entered on the district roll utilizing the appropriate E
3 or R code on the first day of the student's actual attendance. A student
4 participating in the program of more than one instructional unit shall be
5 entered on the roll of that instructional unit in which 50 percent or more
6 of the student's time is scheduled and the student shall not be entered on
7 the roll of other instructional units;
8 (b) A student whose withdrawal status is known or can be determined within
9 ten days shall be marked as a withdrawal on the school day following the
10 last day of actual attendance. If a student's withdrawal status cannot be
11 determined, the student may be carried as absent for a maximum of ten
12 consecutive school days and shall be withdrawn on the eleventh
13 consecutive school day.
14
15 (5) Membership and attendance accounting in instructional units scheduled to
16 operate a full school day shall be recorded as follows:
17 (a) A full-time equivalency (FTE) for each student enrolled shall be
18 determined each quarter. Students participating in more than one-half of
19 the full-day program shall be given an FTE of 1.0. Students participating
20 in one-half or less of the full-day program shall be given an FTE of .5.
21 The FTE computation of students participating in community college
22 programs under paragraph (B) of this subsection shall include time spent
23 in the community college program:
24 (A) Kindergarten students shall be assigned an FTE of 1.0. The
25 Department shall adjust the total days membership of kindergarten
26 students reflecting the permissible percentage as stated in statute;
27 (B) Students enrolled in dual-credit courses mutually agreed upon
28 between a local school district and a community college and for
29 whom the community college claims reimbursement from the
30 Community College Operating Fund shall be accounted for as
31 follows:
32 (i) Each local district enrolling such students shall report to the
33 Department the number of instructional hours received by
34 those students for whom community college reimbursement
35 will be claimed. The report shall be prepared by the local
36 district and verified by the community college prior to
37 submission to the Department. Each report shall yield
38 subtotals for resident and nonresident students by district.
39 (ii) Two reports shall be required each year: The first covering
40 the quarter ending December 31 and the second covering the
41 year ending June 30.
42 (iii) The Department shall convert to ADM the community college
43 instructional hours reported for each reporting period by
44 multiplying the total hours of instruction by .167 and dividing
45 the product by 55 for the December 31 quarterly report and
46 by 175 for the June 30 annual report.
47 (iv) The ADM computed in subparagraph (iii) above shall be
48 deducted by the Department from the ADM of the district.
49 (C) Students participating in district supervised work-study programs
50 may be credited as 1.0 FTE. If a student is released for work during
51 school hours and the district assumes no supervisory responsibility
52 for the time involved, that time shall not be counted as participation
53 in the full-day program when determining the student's FTE.

- 1 (b) Membership of each student for the quarter shall be computed as
2 follows: student FTE times days present plus student FTE times days
3 absent equals total days membership of the student. Each student shall
4 be counted in membership as either present or absent from the date of
5 enrollment to the date of withdrawal on those days when the instructional
6 unit is in session. The day upon which a student is marked as a W (except
7 W9) shall not be counted as a day of membership;
- 8 (c) Total days membership of the instructional unit shall be the total of days
9 membership of all students enrolled in the instructional unit as computed
10 in subsection (b) of this section. The computation of total days
11 membership of the instructional unit shall yield subtotals indicating grade
12 placement and resident/nonresident status of student membership;
- 13 (d) The Department shall compute the ADM and ADA of resident students,
14 nonresident students, and attending students for each instructional unit
15 reporting and derive totals of such data for each local school district in
16 the state, subject to the following procedures:
- 17 (A) ADM is the total days membership of an instructional unit during a
18 specific reporting period divided by the number of days the
19 instructional unit was in session during that reporting period. The
20 ADM of groups of instructional units having varying lengths of terms
21 shall be the sum of the ADMs obtained for the individual
22 instructional units. If a district school board adopts a class schedule
23 that operates throughout the year under the provisions of ORS
24 336.012 for all or any instructional units in the district, the
25 computation shall be made so that the resulting ADM will not be
26 higher or lower than if the local board had not adopted such a
27 schedule;
- 28 (B) ADA is the total days attendance of an instructional unit during a
29 specific reporting period divided by the number of days the
30 instructional unit was in session during that reporting period. The
31 ADA of groups of instructional units having varying lengths of terms
32 shall be the sum of the ADAs obtained for the individual
33 instructional units. If a district school board adopts a class schedule
34 that operates throughout the year under the provisions of ORS
35 336.012 for all or any instructional units in the district, the
36 computation shall be made so that the resulting ADA will not be
37 higher or lower than if the local board had not adopted such a
38 schedule.
- 39
- 40 (6) Students enrolled in programs operating less than the full school day or
41 alternative education programs under ORS 339.253 shall be accounted for as
42 follows:
- 43 (a) The ADM of students enrolled in the following part-time programs shall
44 be computed as stated in subsections (b), (c), and (d) of this section:
- 45 (A) Students through age 20 in schools under provisions of ORS 336.125,
46 336.135, and 339.253;
- 47 (B) Students enrolled in nonpublic schools who receive instruction in a
48 public school on a part-time basis;
- 49 (C) Students receiving either home instruction provided by certificated
50 district staff or tutorial instruction provided under ORS 339.253;
- 51 (D) Kindergarten students receiving instruction from their parents, if the
52 program offered is authorized by the local district board, meets the
53 standards of the State Board of Education, is financed by local
54 district funds, and provides the parent with instruction from
55 appropriately certificated personnel, or from teacher aides working
56 under the supervision of such certificated personnel.

- 1 (b) The ADM of students enrolled in large group instruction under paragraphs
2 (a)(A) and (B) of this section shall be computed by multiplying total hours
3 of instruction given all students during the reporting period by .167 and
4 dividing the product by 55 for the December 31 quarterly report and by
5 175 for the June 30 annual report;
- 6 (c) The ADM of students enrolled in small group instruction under (a)(A) of
7 this section shall be computed by multiplying the total hours of
8 instruction by .333 and dividing the product by 55 for the December 31
9 quarterly report and by 175 for the June 30 annual report.
- 10 (d) The ADM of students enrolled under paragraph (a)(C) of this section shall
11 be computed by dividing total number of hours of alternative education or
12 home instruction given (not to exceed 5 hours per week for a single
13 student) by 55 for the December 31 quarterly report and by 175 for the
14 June 30 annual report;
- 15 (e) The ADM of students enrolled under paragraph (a)(D) of this section shall
16 be computed by dividing the total hours of instruction given parents by
17 district personnel by 55 for the December 31 quarterly report and by 175
18 for the June 30 annual report. The Department shall adjust the hours of
19 instruction given reflecting the permissible percentage for kindergarten
20 students as stated in statute;
- 21 (f) The computation of ADM for each less than full-time program listed shall
22 yield subtotals for resident and nonresident students;
- 23 (g) The ADM of students enrolled in less than full-time programs shall be
24 reported to the Department for the quarter ending December 31 and for
25 the year ending June 30.
- 26 (h) No more than five day's membership may be claimed for any student
27 enrolled in any combination of programs during a one-week period.
- 28
- 29 (7) Membership for nonresident students:
- 30 (a) For purposes of computing the resident average daily membership under
31 ORS 327.006(2), 327.420, and 328.015, the Department shall credit to the
32 resident district the ADM of the following students who are attending a
33 school or program which is not operated by the student's resident district:
- 34 (A) Handicapped students enrolled in programs under ORS 430.760 to
35 430.820, ORS 343.035 to 343.295 (exclusive of those covered by
36 343.236 and 343.261) or ORS 343.353 to 343.363;
- 37 (B) Dependent students covered under provisions of ORS 339.165 to
38 339.185; and
- 39 (C) Students for whom the resident district pays tuition, inclusive of
40 tuition payments to private schools as authorized by statute.
- 41 (b) School districts, ESDs, and private schools operating programs for
42 students covered under subsection (a) of this section, exclusive of
43 programs covered by ORS 343.353 to 343.363, shall report on forms
44 provided by the Department, nonresident membership for the school
45 year ending June 30 and the quarter ending December 31, to the
46 resident districts for verification and subsequent submission to the
47 Department.
- 48
- 49 (8) School districts shall report to the Oregon Department of Education students
50 who are identified as dropouts.
- 51 (a) For the purposes of this rule, dropouts are defined as elementary and
52 secondary school students who, for any reason other than death, withdraw
53 from membership without receiving a high school diploma or an
54 alternative award. Students are not counted as dropouts when a request
55 for transfer of records is received by the reporting district from another
56 school district in or outside of the state within 45 days.

- 1 (b) A student is not a dropout when he/she has been made exempt under ORS
2 339.030(1), 339.030(3), 339.030(5), 339.030(6), 339.030(7), 339.030(8), and
3 the district meets one or more of the conditions under OAR
4 581-23-006(8)(c).
5 (c) A student is not a dropout if the district:
6 (A) Maintains enrollment of the student, collects basic school support,
7 and provides funding for the student's education program outside of
8 the district; or
9 (B) Issues a diploma or alternative award upon completion of an
10 alternative program.
11 (d) Districts will report information twice yearly on each dropout using a
12 form supplied by the Oregon Department of Education:
13 (A) On December 15, districts will report students who did not return
14 after summer vacation or dropped out during the first quarter of the
15 school year.
16 (B) On June 15, districts will report students who dropped out from the
17 end of the first quarter of the school year through the end of the
18 school year.
19 If the district has filed a dropout report and the student reenters, an amended
20 report on the appropriate form shall be filed with the Oregon Department of
21 Education at the next reporting date.
22 (e) This rule will be effective beginning July 1, 1988.
23
24 (9) The Superintendent shall prescribe the applicable student accounting
25 procedures for any programs or specific situations not covered by the
26 provisions of this rule.
27
28
29

30 dc OAR457
31 11/30/88

PRIVATE ALTERNATIVE PROGRAMS

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OREGON DEPARTMENT OF EDUCATION
700 PRINGLE PARKWAY SE, SALEM, OREGON 97310-0290 PHONE (503) 378-3569

Memorandum No. 109-1989-90

June 18, 1990

TO: All Private Alternative Education Programs

RE: OAR 581-21-072 — Registration of Private Alternative Programs

Several important amendments passed by the 1987 and 1989 legislative assemblies have led to the development of administrative rules regulating the registration of private alternative education programs provided for in ORS 339.620(1).

In the fall of 1989, a committee composed of members of private and public alternative programs, Confederation of Oregon School Administrators (COSA), Oregon School Boards Association (OSBA), Teacher Standards and Practices Commission (TSPC), Oregon Association for Alternatives in Education (OAAE), Oregon School Psychologist Association (OSPA), and Oregon Department of Education (ODE), drafted a rule to implement the intent of Oregon Statute mandating the registration of private alternative programs prior to receiving basic school support funds.

Public hearings were held and the enclosed OAR 581-21-072 was adopted by the Oregon State Board of Education at their May meeting. This rule is effective as of May 9, 1990.

The enclosed revised registration form is due here at the department by September 30. Note the following important changes in the registration process:

- Registration is on an annual basis by September 30 (line 13).
- List of staff and their certification (line 25).
- Documentation that your facilities comply with applicable (line 29) fire, health and safety regulations.
- Documentation that your program has been evaluated as mandated in ORS 339.635 by school districts you contract with to provide education services (line 31). (NOTE: If your program has not been evaluated, attached a copy of a plan to implement an evaluation procedure during the 1990-91 school year.)
- The Provision for the Department to monitor your procedure for reporting FTE for the purpose of basic school support (line 34).

Please contact Leon Fuhrman, Student Services Section, at (503) 378-5585 if you have any questions regarding this procedure.

A handwritten signature in cursive script that reads "John W. Erickson".

John W. Erickson
State Superintendent
of Public Instruction

Oregon Administrative Rule 581-21-072
Registration of Private Alternative Programs

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Statutory Authority: Chapter 339

SBE
OAR

581-21-072, Registration of Private Alternative Programs

- (1) For the purposes of ORS 339.620(1), prior to receiving public school funds, all private alternative education programs shall renew registration with the Oregon Department of Education annually by September 30. New private alternative education programs developed or contracted with during the school year shall be registered with the Oregon Department of Education prior to receiving public school funds.
- (2) The Oregon Department of Education shall distribute registration forms annually by June 1 to private alternative programs currently registered with the Department.
- (3) The registration form for private alternative programs shall include:
- (a) Program name, mailing address and telephone number;
 - (b) Name of administrator;
 - (c) List of staff and their certification, if any;
 - (d) Statement of philosophy;
 - (e) Grades, age levels, and special needs to be served by the program;
 - (f) Statement of compliance with OAR 581-21-045;
 - (g) Documentation that the facilities used by the alternative program comply with the applicable fire, health, and safety regulations; and
 - (h) A list of the contracting districts which evaluated the program during the previous school year.
- (4) The Department may monitor the procedure used by the private alternative program for reporting FTE for the purposes of basic school support.

dc OAR12

6/1/90

OAR 581-21-045
Discrimination Prohibited

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4 Statutory Authority:

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6 SBE
7 OAR

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9 581-21-045

10 Discrimination Prohibited

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12 (1) **Discrimination Defined:**

- 13 (a) "Discrimination" means any act that unreasonably differentiates
14 treatment, intended or unintended, or any act that is fair in form but
15 discriminatory in operation, either of which is based on age, handicap,
16 national origin, race, marital status, religion or sex.
17 (b) The words "District, School District" common and union high school
18 districts and education service districts and all educational agencies,
19 programs, and services under the jurisdiction of the State Board of
20 Education, except community college districts.
21

22 (2) **"General Prohibition of Discrimination":** No person in Oregon shall be
23 subjected to discrimination in any public elementary or secondary school,
24 educational program or service, or interschool activity where the program,
25 service, school, or activity is financed in whole or part by monies
26 appropriated by the Legislative Assembly.
27

28 (3) **"Specific Prohibitions":** In providing programs or services to students, a
29 school district shall not, on a discriminatory basis as defined in Section (1)(a)
30 of this rule:

- 31 (a) Treat one person differently from another in determining whether such
32 person satisfies any requirement of condition for the provision of such
33 aid, benefit, or service;
34 (b) Provide different aid, benefits, or services; or provide aids, benefits, or
35 services in a different manner;
36 (c) Deny any person such aid, benefit, or service;
37 (d) Subject any person to separate or different rules of behavior, sanctions,
38 or other treatment;
39 (e) Aid or perpetuate discrimination by joining or remaining a member of
40 any agency or organization which discriminates in providing any aid,
41 benefit, or service to students or employees;
42 (f) Otherwise limit any person in the enjoyment of any right, privilege,
43 advantage, or opportunity.
44

45 (4) **"Exceptions":** These rules shall not affect attendance boundaries, limit
46 placement of students in programs of desegregation, nor supersede any
47 specific statutory requirement for any educational program.
48
49
50

51 dc OAR108
52 6/14/90

OREGON DEPARTMENT OF EDUCATION
Division of Special Student Services
Student Services Section
700 Pringle Parkway SE
Salem, Oregon 97310-0290

Application for Registration of Private Alternative Education Program School Year 1990-91

APPLICANT: ORS 339.620(1) and OAR 581-21-072 provides for the registration of private alternative programs of instruction annually with the Oregon Department of Education.

Please complete and return by **September 30** to Leon Fuhman, Education Specialist, at the above address.

Program Name _____ Telephone _____

Mailing Address _____

City _____ Zip _____ County _____

Location (if different from mailing address) _____

Program Administrator _____ Title _____

Statement of Philosophy _____

Grades, age levels, and special needs to be served by the program _____

Is program approved by the Department of Education for placement of special education students? Yes No
If yes, date approved _____

Is program sponsored by, affiliated with, or administered by a religious organization? Yes No

List school districts the program contracted with to provide education services during the 1989-90 school year and indicate if an evaluation was completed during that time. (Attach evaluation procedures and results)

School District	Evaluation Completed?	Comments
1. _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
2. _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
3. _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
4. _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
5. _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
6. _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____

Date program facilities were inspected for compliance with fire, health, and safety regulations. _____
 (Attach evidence of documentation)

I HEREBY CERTIFY that the program complies with OAR 581-21-045 and with requirements set forth in ORS 339.620 and that the statements contained in the foregoing application and attachments are true to the best of my knowledge and belief.

 Signature of Applicant

 Name of Applicant

 Date Application Submitted

 Title of Applicant

A program or school found to be in noncompliance with ORS 339.620, OAR 581-21-072, and OAR 581-21-045 shall be removed from the Department of Education's list of registered private alternative education programs.



SAMPLE STANDARDS FOR PRIVATE ALTERNATIVE PROGRAMS*

Standards for Alternative Programs

Senate Bill 667 was adopted by the 1987 Oregon Legislature. This new law and its related Oregon Revised Statutes (ORS) and Oregon Administrative Rules (OAR) have helped clarify the responsibilities of school districts in determining requirements and standards for alternative schools and programs. While the Portland School District, historically, monitors and evaluates all alternative schools and programs on a regular basis; a particular concern will be our need to review and update our activities in this regard. **Review of provisions for private schools with which our District contracts will be of special concern.**

Statutes implementing SB 667 make it clear that it is both the expectation and authority of school districts to monitor and evaluate all aspects of alternative programs. ORS 339.635 states:

"Each district operating, participating in or contracting for, an alternative program shall evaluate each program annually."

* Used with permission from the Portland Public School District.

Specifically what is being required of school districts? A school district is expected to include a part of its monitoring and evaluation processes:

STAFFING

Certification and
Qualification of Teachers

CURRICULUM

Flexibility
Adequacy
Adaptability
Transferability

DISCRIMINATION

REGISTRATION

SITE EVALUATION

ACCOUNTING PROCEDURES

PROGRAM EVALUATION

OTHER

Credit
Continuing Obligation

Guidelines for Monitoring and Evaluating Private Alternative Programs

State Recommended Standards

Current PPS Monitoring

Improved Monitoring Procedures

Staffing

1. Certification of Teachers: (Guideline: If the teacher is not a direct employee of the district, but is hired by a private alternative program or a community college, there is not a requirement of teacher certification.)

1986-87 Year-End Report Guidelines asked for a brief description of staff, including certification and background.

Prior to contracting with programs, a list of teachers and their education background and teaching experience will be provided to the district.

2. Qualification of Teachers and Criminal Records Check: (Guideline: A determination of the qualification of teacher and a check for any criminal convictions of a teacher should also be made by a school district before it contracts with the alternative education program.)

Require all programs to complete a criminal record check on all staff and provide the District with documentation.

Curriculum

3. Flexibility of Learning Situation: (Guideline: The Learning Situation must be flexible with regard to environment, time, structure, and pedagogy. ORS 339.615).

1986-87 Year-End Report Guidelines asked for a Program Overview, including a history of the program, description of the curriculum, types of learning activities philosophy, organizational structure, referral sources and rationale, and other program policies.

Continue to monitor by site visitations and require year-end reports to document in writing.

State Recommended Standards

4. Evaluation of Adequacy Transferability and Adaptability: (Guideline: The district would evaluate the adequacy of the curriculum and its transferability to the regular school to coordinate alignment, adaptability to various student needs.)

Discrimination

5. Non-Discrimination: (Guidelines: The Program must not discriminate, as outlined in OAR 581-21-045.)

Registration of Programs

6. Registration Required: (Guideline: If [the program] must be registered with the Department of Education or, if the child involved is eligible for special education, the program must be approved by the Department of Education. (ORS 339.253).

Current PPS Monitoring

On-going site visitations have supported this effort.

Transcript evaluations are conducted with sending schools on a case-by-case basis.

1986-87 Year-End Report Guidelines asked for information on Student Characteristics including sex, age, race, residence, and referral source.

Monthly reports collected during 1987-88 include information on age, sex, and ethnicity.

The Deputy Clerk of Finance is responsible for the verification of registration of private programs with the Department of Education.

Improved Monitoring Procedures

Provide programs with District Planned Course Statements and indicate in writing how the course goals will be followed. Collaborate with the Curriculum Department to coordinate alignment.

Require all programs to complete Student Registration Forms on each student upon entry and leaving.

Continue to monitor during site visits.

Programs are encouraged to hire minority staff members.

The Deputy Clerk will continue to verify registration with the state.

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State Recommended Standards

Current PPS Monitoring

Improved Monitoring Procedures

Site Evaluation

7. Safety and Adequacy: (Guideline: Additionally, it is recommended that the school district evaluate the site as to safety and adequacy.)

On-site monitoring includes visual evaluations of sites for safety and adequacy of space to number of students.

Require that programs comply with city and state building, fire and health codes and have adequate access for physically handicapped students and staff.

Accounting Procedures

8. Basic School Support Funds: (Guideline: The alternate program must follow required accounting procedures in order to count the child for basic school support funds. See OAR 581-23-006 and 581-23-008.)

The Deputy Clerk of Finance is responsible for A-1 Reports regarding BSSF with the assistance of the Office of Alternative Education.

Workshops that provide technical assistance to programs will be provided.

9. And Other Funds: (Guideline: The alternate school has the statutory obligation from ORS 339.253(2) to "be accountable to the district for the expenditure of all basic school and other school support funds with an annual statement of expenditures.")

1986-87 Year-End Report Guidelines required that a budget, including a financial statement of expenditures of funds from PPS be included.

Continue to require that expenditures of funds be documented in year-end reports.

10. Enrollment and Attendance Records: (Guideline: Accurate enrollment, attendance, and membership records must be kept by the alternate school and given to the district for students in alternate programs. (See OAR 581-23-006.)

1986-87 Year-End Report Guidelines asked Enrollment and Attendance information, including specific numbers of students enrolled.

Require all programs to complete Student Registration Forms when each student enters or leaves the programs.

Monthly reports provided enrollment figures during 1987-88.

Workshops that provide technical assistance will be provided.

75

State Recommended Standards

Current PPS Monitoring

Improved Monitoring Procedures

Program Evaluation

11. Annual Evaluation: (Guideline: The alternate program must be evaluated by the school district at least annually if the district operates, participates in, or contracts for the program. (See ORS 339.635.)

An Evaluation Specialist conducts an annual summative evaluation of private programs based on field interviews.

Collaborate with the Evaluation Department to assure compliance with the new regulations.

Credit

12. District Obligations: (Guideline: A district must grant credit for participation when a student satisfactorily completes work in certain situations as set forth in OAR 581-22-317.)

Programs currently make arrangements with referring public schools to meet this requirement.

New guidelines should include state requirements regarding full-time participation and methods for earning credit.

Referral

13. Continuing Obligation: (Guideline: If the student is failing in an alternative program originally approved by the district under ORS 339.253, the district has no continuing obligation to propose a second alternative program.)

Prior practice has allowed students to transfer from one private program to another without a new Form Letter #2.

Parents must obtain a new Form Letter #2 before a student enters a second alternative program.

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**COMMUNITY COLLEGE
ALTERNATIVE PROGRAMS**

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Community College Alternative Programs

Oregon Community Colleges offer several alternatives for adults and youth who are exempted from compulsory attendance, who have a partial high school release to attend community college classes, or who are jointly served by the high school and community college through a contractual agreement.

GED classes, high school makeup classes and high school diplomas are offered by community colleges. High school diplomas awarded by community colleges must meet standards adopted by the State Board of Education, the governing board for both K-12 and Community Colleges.

OAR 581-42-005(5)(a) provides that:

(a) Filing a Plan

Adult High School Diploma instructional plans are to be filed with the Oregon Department of Education, Community College Division. The filing process shall be completed when the plan has been approved by the Commissioner of Community Colleges on behalf of the State Board of Education.

- (A) Each plan shall be organized around and address every section of the plan requirements as outlined in this rule; and
- (B) The Commissioner shall have the option of scheduling on-site visits to adult diploma programs as part of the plan approval process.

OAR 581-42-005(5)(b) provides:

(b) The adult high school curriculum

The plan shall include:

- (A) A description of the scope of the program; i.e., applicable courses, avenues of alternative learning and types of life experience available to meet Adult High School Diploma requirements for graduation;
- (B) A list of credits required to earn a diploma with a minimum of 21 units of credit as stipulated in OAR 581-22-316(1)(a);
- (C) Elective opportunities. The number of electives (as well as the total number of credits beyond the minimum in the required areas) as determined by district board action, as governed by OAR 581-22-316(1)(C), and evidence of this board action must be filed with the plan;

The plan will also include:

- (D) Statements describing equivalent work without regard to the 130 clock hour requirements shown in OAR 581-22-102(29). Since adults are exempted from seat time requirements, credit shall be awarded based on knowledge, skill and life experiences which are considered equivalent generally to those experiences provided through a regular secondary school program. Procedures for determining "equivalency" shall be the responsibility of the community college board;
- (E) A general plan course statement for each required area, for elective areas, and for courses designed specifically for high school level subjects. However, individual planned course statements are not required for every applicable community college course and alternative experience;
- (F) Reference to any Adult High School Diploma course which have received special approval from the Department of Education;

- All community college programs including GED and high school diploma programs are reviewed and approved by the Northwest Association of Schools and Colleges. In addition, all programs are evaluated at least once every four years in accordance with the federal Adult Education Act (PL 98-511) and the Oregon State Plan for Adult Education (1989-93).

For more information contact:

Donna Lane
Assistant Commission of Community Colleges
700 Pringle Parkway SE
Salem, Oregon 97310-0290
(503) 378-8585

STUDENT ACCOUNTING POLICY FOR COMMUNITY COLLEGE ALTERNATIVE PROGRAMS

- I. Community College alternative programs may report on an ADM basis (see III below) if they operate under the following conditions.
 - A. Teaching staff in the program are employees of the community college.
 - B. Students are enrolled in a full-time program.
- II. If the above conditions A and B do not exist, then report is to be done using ADA (see Form 581-3201A).
- III. Procedure for Reporting ADM in Community College Alternative Programs
 - A. File completed Form 581-3200 for each calendar quarter and the full school year. Community Colleges must show students as non-residents in Section III.
 - B. File completed Form 581-3202 for each local school district which had students attending your program. Reports are required for the quarter ending December 31 and the year ending June 30.
- IV. Accounting of students enrolled part-time or full-time in alternative programs at a community college is the responsibility of the district enrolling the students.

The completion of required forms for student accounting may be the responsibility at a community college or the local district, whichever practice is negotiated between the community college and district.

Examples:

- o If a student is attending the Community College Alternative Education Program full-time and is retained on the roll of a local district:

The student accounting is reported using the procedure for ADM. The Community College reports attendance data to the local school district. The school district will incorporate that data on its regular student accounting reports.

- o If a student is attending the Community College Alternative Education Program full-time and is withdrawn from the roll of the local district:

The student accounting may be reported using the procedure for ADA (II above) or ADM (III above). The Community College sends Form 581-3200 directly to the Department of Education; Forms 581-202 or 581-3201A are sent to the local school district for signature and forwarding to the state.

- o If a student is attending the Community College Alternative Education Program part-time:

The student accounting is reported using the procedure for ADA (see II). The Student must be withdrawn from the roll of the local school district.

- o If a student is attending the Community College Alternative Education or High School Completion Program part-time or full-time and has withdrawn from school and the district the student resides in has no contractual agreement with the community college to provide services:

The student accounting is reported using the procedure for the Community College Operating Fund.

**OREGON ASSOCIATION FOR
ALTERNATIVES IN EDUCATION**

83

OREGON ASSOCIATION FOR ALTERNATIVES IN EDUCATION

What We're About

The Oregon Association for Alternatives in Education was formed in 1984. The Association's purpose is to promote and coordinate education-of-choice (alternative education) in Oregon.

Membership consists of individuals and organizations who are interested in and supportive of alternative education.

Each member has one vote. OAAE's annual meeting is held each autumn, usually on the statewide in-service day. Election of officers, appointment of committees, and nomination of regional representatives occurs at the annual meeting. Regional meetings are scheduled throughout the year by the regional representatives from each area.

There are six standing committees that members are encouraged to become involved in: Legislative, Curriculum, Membership, Budget, Conference and Publicity/Marketing.

The regional representatives and committee chairs make up the state committee which, with the Association's Board of Directors, meets collectively four times a year at various sites around the state.

Membership in OAAE assures:

- o A voice in the direction alternative education will take in Oregon.
- o Up-to-date information on what is happening in alternative education through OAAE's newsletter -- *The Voice of Choice*.
- o An opportunity to connect and network with others concerned about alternative education via regional and statewide meetings.
- o A yearly conference designed to help one develop new skills and keep in touch with other alternative educators and supports.

What are some common elements of successful alternative schools?

Positive learning environments in which students who have not always found success in learning in the past can begin to experience success.

Positive role models via teachers and counselors who work with and show students how to solve problems of both a personal and academic nature.

Positive ways to acquire basic skills via methods often requiring curriculum creation which adds basic skills to areas of student interest or activity.

Family/community orientations which provide a "surrogate family" via the staff and students of the alternative school, help students learn to more effectively deal with their own families, and become positively involved with the community.

Individualized instruction which is designed to help students master skills no matter where in a learning continuum their own skills happen to fall.

Time/location flexibility which allows students to learn at various times, in various places, and at various paces.

Continuous feedback which helps students feel success everyday in meeting learning goals, and which helps them learn to celebrate learning.

Student accountability which helps students learn to take control of their own lives and become responsible for own actions.

**Executive Committee
Contact:**

President - Carole Smith
Open Meadow Learning Center
7602 N. Emerald
Portland, OR 97217
285-0508

President-Elect - Kelvin Webster
Grants High School
2245 NE 36th Avenue
Portland, OR 97212
280-5160

Treasurer - Francine Gentile
Josephine County Alternative Center
415 Murphy Creek Road
Grants Pass, OR 97527
862-2517

Secretary - Donna Caldwell
Umatilla ESD
PO Box 38
Pendleton, OR 97801
276-6616

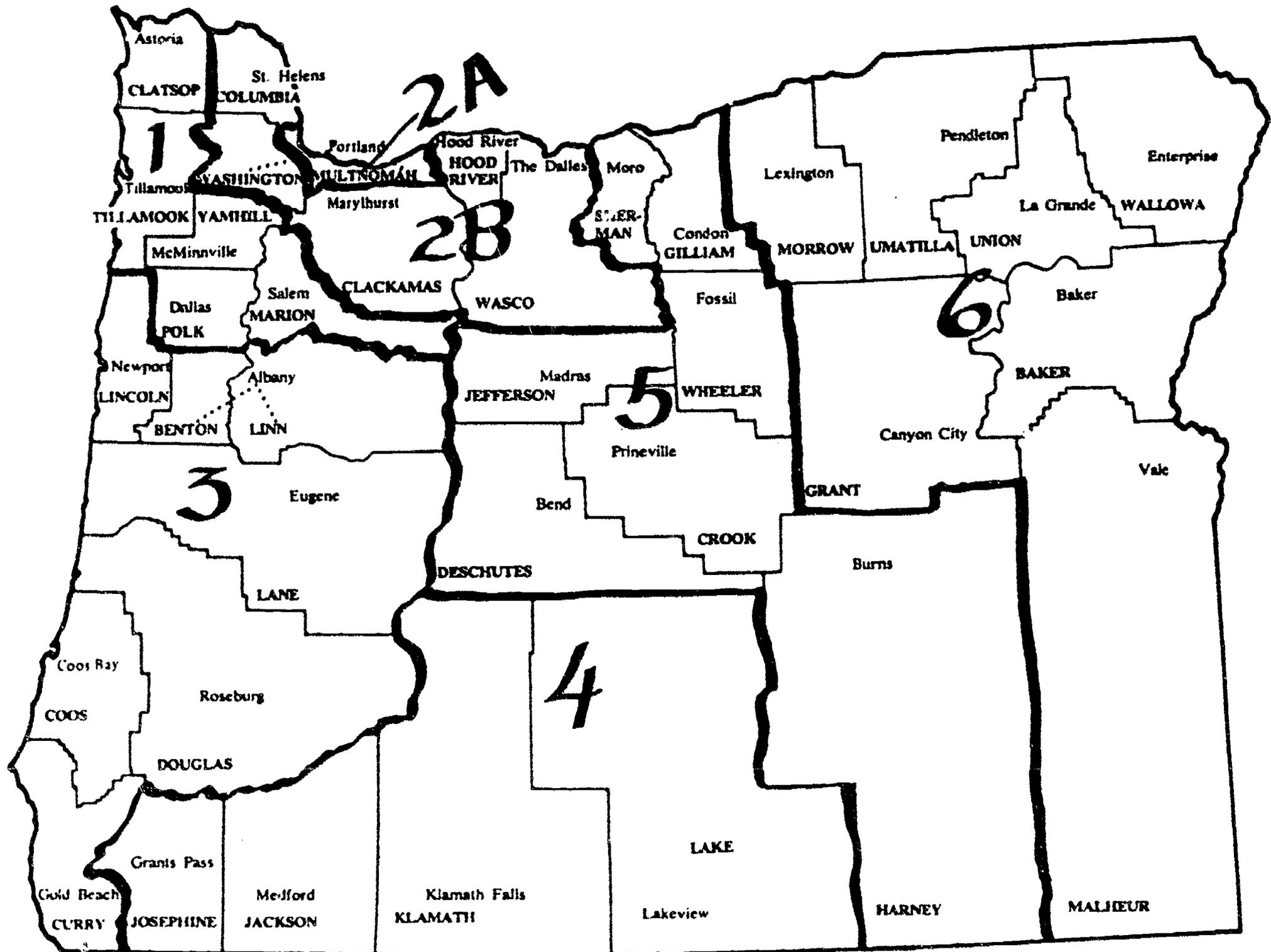
For Membership Information

Wil Lampa
777 SW 131st
Beaverton, OR 97005
626-3516

Regional Representatives:

Region 1	Chair Representative	Janet Norton Carol Kearns	285-0508 842-8423
Region 2A	Chair Representative	Ginny DiMaggio Pert Grice	287-9473 244-7423
Region 2B	Chair Representative	Wil Lampa John Davenport	244-6096 684-2117
Region 3	Chair Representative	Joan Johnson Valerie Payne	269-1851 265-3639
Region 4	Chair Representative	Doug Burns	476-4263
Region 5	Chair Representative	Lauren Burch Jan Hughes	382-1800 382-0449
Region 6	Chair Representative	Mary Bousquet Brian Purnel	567-6427 276-8338

OREGON REGIONS FOR OAAE



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o Town in each county indicates the location of the education service district.

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