Minnesota Department of Education

State Approved Alternative Programs Resource Guide

Revised October, 2012

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INTRODUCTION AND BACKGROUND INFORMATION

State Approved Alternative Programs Resource Guide Introduction

This resource guide is designed to provide guidance and information necessary for starting and/or augmenting current alternative programming. In this guide, there are useful tools such as a glossary of terms, program development information, sample in-take and CLP forms, reporting procedures and requirements and contact information. We hope the resource guide is a useful start in answering your questions. As always, we are just a phone call away.

OVERVIEW

The Minnesota Department of Education alternative education mission is to provide viable educational options for students who are experiencing difficulty in the traditional system. The first legislated State Approved Alternative Programs (SAAP) began in 1988 with four sites serving 4,000 students. As of the 2011-12 school year, approximately 163,000 students accessed alternative education on a part-time or full-time basis at one of over 600 programs. This represents about 17 percent of Minnesota public school students. In 2012, 75 percent of these students enrolled in extended-time programs, such as summer school or after school programs.

Alternative education is designed for students who are at-risk of educational failure and meet one of the defined criteria in Minnesota Statutes, section 124D.68. State Approved Alternative Programs are classified as Area Learning Centers (ALC), Alternative Learning Programs (ALP) or Contracted Alternatives. In 2010-11, there were **263** Area Learning Centers, **61** Alternative Learning Programs, **16** Contracted Alternatives and **259** Targeted Services programs. Alternative programs are characterized by the following:

- Smaller class sizes
- Programs and services are often offered year round and during evening hours
- Programming that has a more hands-on/experiential approach
- Meets individual students' learning style/needs
- Resources to assist with social emotional issues
- Collaboration with social service and county agencies
- Teachers who make special connections with students
- Inclusion of a vocational or career emphasis
- Independent study options are available for students over the age of 16
- Several programs have on-site child care for parenting students
- Funding is available for targeted services in reading and math, as well as credit recovery, during non-school hours (after school and summer school)
- State Approved Alternative Programs are funded with General Education Revenue and students are eligible to generate up to 1.2 ADM

The following are the primary similarities and differences between Area Learning Centers (ALCs) and Alternative Learning Programs (ALPs):

Similarities

- Both ALCs and ALPs can serve students that are dual enrolled to full time
- Both ALCs and ALPs can be approved for and provide an independent study option
- Both ALCs and ALPs must follow the guidelines for student Continual Learning Plans (outlined in a separate section of this resource guide)
- There is no distinction between an ALP and an ALC for financial and attendance record keeping; 90 percent of the revenue must follow the student and both are limited by statute to 1.2 ADM's for grades K-12

Differences

- ALCs offer a wider array of programming options/services (K-12), including the requirement to have a daytime school within a school or separate site program for middle level students. In contrast, ALPs can designate what grades they want to serve with middle level being optional.
- ALCs must allow equal access and collaborate with other districts. ALPs have the option of only serving students from their district.
- ALCs are required to offer programming for the entire year. ALPs have the option of full year programming.
- ALCs can submit an application for Targeted Services after the middle-level program is operational; Targeted Services is not a programming option for ALPs.
- ALCs by statute must offer the option to the student of receiving their high school diploma from their district of residence or the district in which the ALC is located (refers to Minnesota Statutes, section 123A.06 subdivision 4).
- An ALP must award diplomas from the district where the ALP is located.

In contrast to ALCs and ALPs, Contracted Alternatives are nonpublic, nonsectarian schools that have contracted with a serving school district (see Minnesota Statutes, section 124D.68 subdivision 3 (d)) to provide educational services to students who meet the Graduation Incentives Criteria. Contracted Alternatives follow the same guidelines and laws that pertain to Area Learning Centers with the exception of Minnesota Statutes, section 124D.69, which mandates that 95 percent of the revenue follow the student to the Contracted Alternative program.

Programming

State Approved Alternative Programs have the ability to determine their individual programming structure and delivery method. The trend in recent years has been a shift from Independent Study to a more traditional classroom delivery method. This has been spurred by the statewide movement toward programming development at a younger age. A second, yet related statewide trend, is for programs and districts to move to or become Area Learning Centers in order to provide a broader array of services to meet the needs of all at-risk students.

Delivery Methods

Traditional classroom and individualized instruction share the commonality that the student is expected to be in school for the entire day.

- Individualized instruction provides a customized approach for each student, whereas in traditional classrooms all students are receiving the same information at the same time.
- Independent study is a delivery model where the students do the majority (up to 80 percent) of their work outside of the traditional classroom, whether it be online, in the community, a library or at home.
- Middle-level programs provide a continuum of services. This continuum ranges from separate sites, school within a school, pull-out support programs or other support models within the traditional setting.
- Targeted Services is extended day, extended year programming for kindergarten through 8th-graders who meet the Graduation Incentives criteria of being "at-risk" of not graduating from high school.

ROLE OF MDE IN SUPPORTING SAAPs

MDE Alternative Education Mission Statement:

To support viable educational options for students who are experiencing difficulty in the traditional system and are at risk of educational failure.

To implement this mission, MDE provides the following supports for alternative schools:

- Provides technical assistance
- Data collection and analysis
- Collaboration with Minnesota Association of Alternative Programs (MAAP)
- Program review, evaluation and approval
- Staff Development—Workshops
- MDE Liaison to schools
- Development of new processes, policies and procedures as needed
- Communication on Alternative Education from a statewide perspective

Funding

For funding purposes, all attendance and membership for learners enrolled in a State Approved Alternative Program must be reported in hours. This applies to students enrolled in a traditional classroom and/or independent study programs. All pertinent education and finance laws must be adhered to in all State Approved Alternative Programs because of receiving state revenue.

Alternative Programming Statutes

- Minnesota Statutes, section 123A.05 Area Learning Center Organization;
- Minnesota Statutes, section 123A.06 Center Programs and Services;
- Minnesota Statutes, section123A.08 Center Funding
- Minnesota Statutes, section 124D.68 Graduation Incentives Program;
- Minnesota Statutes, section 124D.128 Learning year program to provide instruction throughout year
- Minnesota Statutes, section 126C.05 subdivision 15. Learning year pupil units

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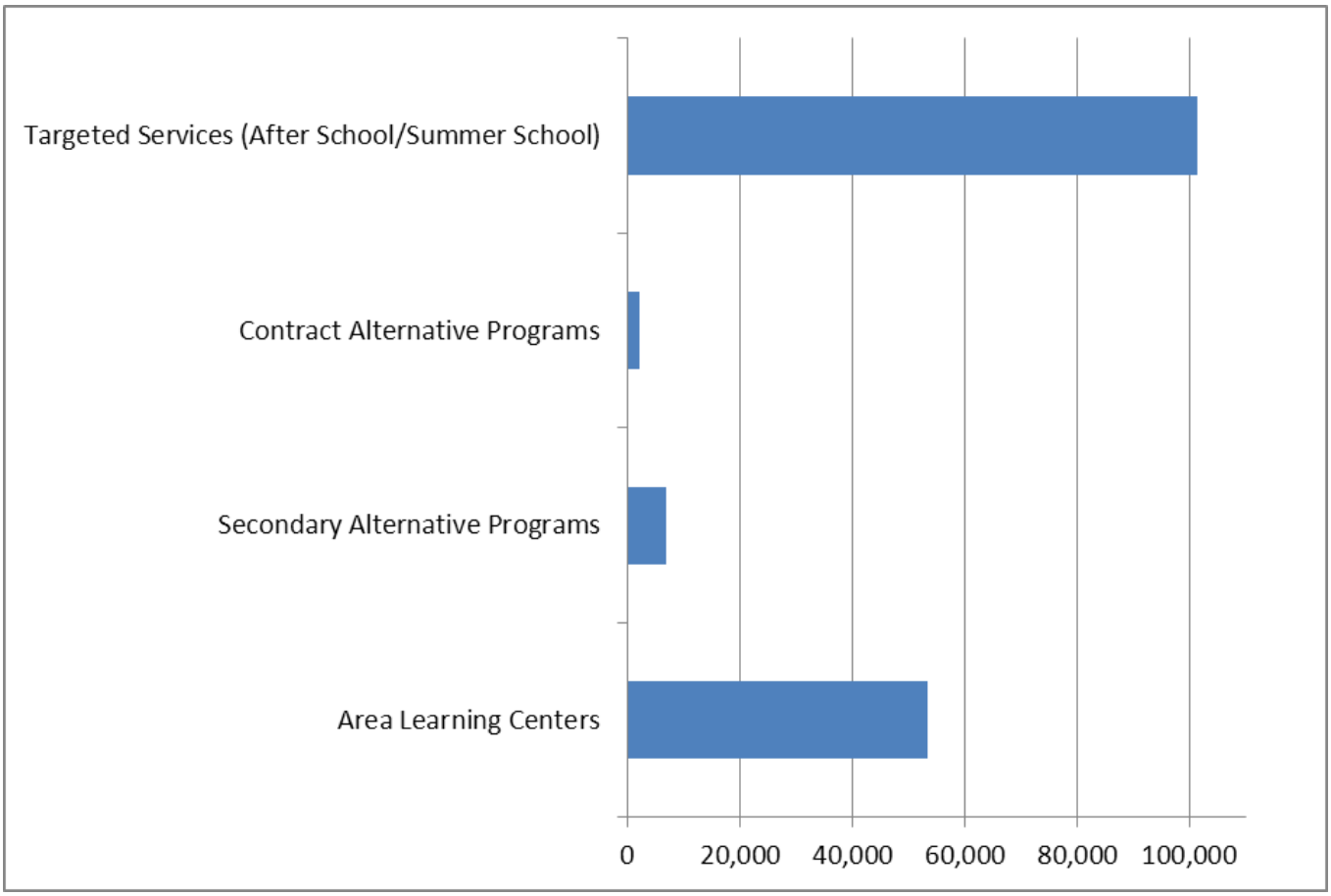
State Approved Alternative Programs Student Numbers

Number of Students in State Approved Alternative Programs: 163,545 total students in Area Learning Centers, Secondary Alternative Programs, Contract Alternative Programs, Targeted Services (After School and Summer School) 2011/2012.



Program Structures for State Approved Alternative Programs

High School (grades 9-12) And Adult Programs	
Teacher Facilitated	Student Facilitated
Structured and Seat-Based: Individualized Instruction Focus on academic and learning skills May include extended-day/dual enrollment	Independent Study Requires a minimum of 20 percent contact time providing guidance and instruction Online Learning may be included

Middle Level (grades 6-8)		
Full Day	School Within a School Model	Supplemental Support
Full time program Least inclusive	Assistance as needed	Support in traditional classroom Most inclusive
• Program is designed for meeting student need • Middle-Level Program for ALP is optional		

Targeted Services (grades K-8)
Extended time for students in grades K-8 who meet the at risk criteria in Minnesota Statutes 124D.68 **"Students who received targeted services had more growth on standardized assessments than other students"** *(Office of Legislative Auditor, Alternative Education Programs, 2010).*
Outside the regular school day which may include after school and summer programs. Program designed to meet whole learner needs. Typically, the services include remedial instruction to support academic success in the regular curriculum. Students can generate up to .2 Extended Time Average Daily Membership (ADM) per year (85 hours in kindergarten, 187 hours in grades 1-6 and 204 hours in grades 7-8).

Required for SAAP:

- Graduation Incentives Criteria used to identify students at-risk (Minn. Stat.§ 124D.68).
- Continual Learning Plan (CLP) is developed annually for each student to outline the steps necessary for grade promotion and/or graduation (Minnesota Statutes, section 124D.128, Subdivision 3).
- Provide information to students and families regarding alternative education options (Minnesota Statutes, section 124D.68, Subdivision 6).

Glossary of Terms

ADA (Average Daily Attendance): Attendance Days (or hours) divided by Instructional Days (or hours).

ADM (Average Daily Membership): Membership Days (or hours) divided by Instructional Days (or hours). This is weighted based on the student's grade level to arrive at Pupil Units or Weighted ADM (WADM). The weighting factors are set in statute. ADM/WADM are the basis for general education revenue.

Maximum annual ADM for learning year students are:

HK	1.0
KG	1.2
Grades 1-12	1.2

ALC (Area Learning Center): Category of State Approved Alternative Programs that are characterized by the following:

- Provides a wide array of educational services for students in high school and middle level. Targeted Services (for K through 8th graders) is optional.
- Must serve students from two or more districts (with the exception of Minneapolis, St. Paul, and Duluth).
- Students must meet the at risk criteria (Minn. Stat.§ 124D.68).
- Must operate year round (school year starts in June).
- Extended day and Extended year programs.
- All students must have a CLP.
- Students can generate more than 1.0 ADM when membership exceeds statute minimums. (Refer to LYPS and ADM for statute limits).
- Approved programs can apply to provide an independent study component.

ALP (Alternative Learning Program): Category of State Approved Alternative Programs that are characterized by the following:

- Typically tied closely to one school district, serving a defined grade-level population.
- Has the option of serving students only from within the district the program is located.
- Students must meet the at-risk criteria (Minn. Stat. §124D.68).
- Has the option of serving at-risk students year round or just during traditional school year
- All students must have a CLP.
- Students can generate more than 1.0 ADM when membership exceeds statute minimums. (Refer to LYPS and ADM for statute limits).
- Approved programs can apply to provide an independent study component.

At-Risk: Students who meet the statute-defined criteria (Minn. Stat. § 124D.68).

Child Count: The name applied to the federal reports that generate federal special education dollars. This is a count of all students who have IEPs or IFSPs on December 1 of any given year. It is also referred to as the Unduplicated Child Count.

CLP (Continual Learning Plan): All students enrolled in a State Approved Alternative Program or other LYPS must have an annually updated CLP that addresses their learning objectives and experiences, assessment

measurements and requirements for grade level progression. Specific statute requirements can be found in: Minnesota Statutes, section 124D.128 or in the CLP section of this resource guide.

Contract Alternative: Nonpublic entity that contracts with a public school district to provide instructional services to at-risk students. Because these are a category of State Approved Alternative Programs, all statutes that govern other alternative programs must be adhered to here. Effective FY99, these programs are state-designated Learning Year Program Sites at the sponsor program's option; students can generate more than 1.0 (but no more than 1.2) ADM when membership exceeds statute minimums. (Refer to LYPS.)

Core Year: The number of Instructional Days and Length of Day required by a school or program for students to make regular grade progression. This is used as the ADM divisor for Learning Year programs. Statute requires minimums based on grade level but individual schools and programs can require more.

Dual Enrolled: Students who are full-time at the traditional school and receive extended day/year instructional services outside the core school day/year. Depending on State Approved Alternative Program status and specific approval, this can occur kindergarten through 12th grade. Each school/program reports the instructional time it provides to the student.

Flexible School Year: sometimes referred to as Year Round, and refers to a variety of programs.

- Schools who extend the school year over a 10 to 12 month period, but the number of Instructional Days is no greater than those in a traditional school year,
- The requirement that State-Approved Learning Year Programs must provide instruction year round, i.e., during each of the twelve months.
- Students on IEPs who require Extended Year, or Year Round, services.

GED (General Education Development) Diploma: Persons aged 16 and above who have not completed a high school diploma program and are not currently enrolled in classes leading to a high school diploma, may be eligible to take the GED tests in Minnesota.

IEP (Individual Education Plan): Student has been formally assessed and identified as having a disability and is receiving special education services. The IEP is the student plan for addressing the student goals and objectives.

IFSP (Individual Family Services Plan): An “IEP” for very young children. It involves other agencies as well as education.

IS (Independent Study): State Approved Alternative Programs can apply to provide an independent study program/component for students enrolled in their programs who are a minimum of 16 years of age. High schools can also apply for independent study for expelled students only. These students generate membership hours based on successful completion of coursework; 20 percent or more of the membership earned must be student-teacher contact time.

LYPS (Learning Year Program Site): State-approved programs that agree to operate on a year-round basis. Students must have a CLP and can generate more than 1.0 ADM (but no more than 1.2 ADM) when they generate more membership hours than the greater of (a) the locally defined core school year or (b) the statute-defined minimum number of instructional hours. Statute-defined minimum instructional hours are:

EC: Ineligible
HK: 875 (with a maximum of 1.0 ADM)
Kgn: 425
Grades 1-6: 935

Grades 7-12: 1,020

MARSS (Minnesota Automated Reporting Student System)

NCSE: Notification of Change in Student Enrollment, ED-02037. This is a means to exchange State Reporting Number, Status Start Date, State Aid Category, and Basic Standards Test information between districts when students transfer.

Part-Time: A student who is enrolled less than full-time. Full-time is defined by the traditional schools calendar. Any student who is scheduled for less than the entire day at the high school and is not considered absent, or, for purposes of dual enrollment, has more than 60 minutes in study hall is considered part-time. Part-time students who are also enrolled by an ALC or ALP are reported only by the ALC.

PSEO (Post-Secondary enrollment Option): allows high school juniors and seniors to take courses, full- or part-time, at a post-secondary institution for high school credit.

Pull-Out Program: State-approved middle/junior high alternative program. Students are "pulled out" of the traditional school and the alternative program provides instructional services, typically at a separate site. Students are eligible to generate more than 1.0 ADM (but less than 1.2) when they receive more than the statute-defined minimums. (Refer to LYPS.)

Pupil Units: A.K.A. Weighted ADM and PU. This is the figure that determines state aid and levies. The weighting factors are;

EC1 .250	Grades 1-3	1.115	EC1 .250
HK 1.000	Grades 4-6	1.060	HK 1.000
Kindergarten	0.612	Grades 7-12	1.3

SAC (State Aid Category): This is the MARSS code that determines how or why a student is enrolled in this district. Every record has a SAC code.

School within a School: **State Approved Alternative Program** where middle/junior high level students receive alternative services for a minimum of 25 percent of their school day. The traditional program and the alternative program each report the student for the percentage of time that each provides the educational services.

SAAP (State Approved Alternative Program): includes state-approved Area learning Centers, Alternative Learning Programs, Middle level/Junior High (School-Within-a-School or Pullout), Targeted Services, including after school and summer school programming and Contracted Alternative Programs. Each requires separate approval.

Seat time: Used for MARSS reporting to indicate the number of hours for generating revenue; traditional classroom is used to indicate the instructional model.

SEC (Status End Code): This is the MARSS code that indicates why a student's record is being terminated. Every student record has a SEC except on the fall submissions for students who are still enrolled as of the extract date.

SEES (Special Education Evaluation Status): This MARSS data element indicates if the student has received assessment services, had an IEP, or the IEP was terminated during the school year.

Shared Time: Nonpublic school students who receive eligible public school instructional services generate shared time foundation aid based on the portion of the school day they are enrolled in the public school.

STAR (Staff Automated Reporting system): This is the means by which public districts report staff employment and assignment data to the Department.

Targeted Services (TS): State-approved elementary and middle/junior high-level program for at-risk students. **Programming occurs on an extended day/year basis**. Only ALCs can apply to provide Targeted Services and they must first have a daytime school-within-a-school or pullout program for students at this age level. Students must have a CLP and receive ALC services year round. Students can generate more than 1.0 ADM (but less than 1.2) when they receive more than the statute-defined minimum number of instructional hours.

Title I: There are two types of Title I schools;

- School wide- schools can offer a school wide program when the poverty level at their school is at least 40 percent.
- Targeted Assistance (which is sometimes confused with Targeted Services)- is one that receives Part A funds yet is ineligible or has chosen not to operate a Title I school wide program

Traditional Classroom: Instructional model where student attends a school with teacher instruction in a classroom setting. Classes meet daily and attendance is required.

UFARS (Uniform Financial Accounting and Reporting Standards): This is the means by which public districts report revenue and expenditure data to the Department.

Unduplicated Child Count: Refer to Child Count.

WADM (Weighted ADM): Refer to Pupil Units.

Websites for Alternative Programs

- MDE Alternative Programs webpage (http://www.education.state.mn.us/MDE/StuSuc/EnrollChoice/AlterLearn/index.html)
- Minnesota Association of Alternative Programs (http://www.maapmn.org)

PROGRAM DEVELOPMENT AND IMPLEMENTATION

Considerations When Establishing a State Approved Alternative Program

- What is the focus of the program?
- What age(s) of students will be served?
- Where will the program be located?
- What funding sources are available?
- What will the staffing look like?
- What technology will the school offer for staff and students?
- What support services are you able to offer?
- How will students be identified for services?
- What is the intake process?
- What assessments have been conducted or assembled on the student?
    - Learning Style
    - Reading and Math Level
- Is the program incorporating best practices regarding characteristics and elements that lead to successful programming? For example:
    - Student: teacher ratio
    - Staff development
    - Having a caring faculty with continuous staff support
- What is the vision/mission?
- What will the educational structure/delivery be?
- Is there a purpose to the curriculum with a scope and sequence?
- How will the student assessment process occur?
- How will the Continual Learning Plan process be incorporated?
- How will the flow of communication transpire between school district and alternative setting, parents and program, etc.?
- What is the policy for students who want to return to the traditional school?
- How will you be different from other educational experiences the student has had?
- Other considerations
    - Transportation
    - Breakfast/Lunch

Philosophy/Belief Statements

- All learners have the potential to learn and are entitled to an opportunity for reaching their maximum potential.
- Learners need to develop solid academic and communication skills to be successful in today's society.
- Learners need to be encouraged to develop their strengths and to overcome their weaknesses and problem areas; success breeds success.
- Recognition of the dignity and worth of all learners is basic to the learning process.
- Learners should be able to learn and mature in an atmosphere with little or no disciplinary problems.
- Learning must be directly related to the individual learner's current and future needs.
- The learning environment must focus on a number of issues affecting learners, including, but not limited to those identified in Minnesota Statutes, section 123A.05 subdivision 3 and section 123A.06 subdivision 1.
- Learners need to be assisted in developing positive attitudes toward learning, active participation, responsibility, self-motivation and positive self-esteem.
- Current curriculum, instruction, and assessment should be developed, modified, and evaluated to meet each learner's specific and individual needs.
- Learners should be able to learn at their own pace and must participate in designing their personal goals.
- Learners need to explore different ways of learning and to identify their own learning style.
- Learners should become acquainted with various learning resources and how to use them.
- Technology should be part of learning methodology.
- Collaboration should occur between the family, school, and community so that learners experience societal success and learn the value of contributing to their community.
- Learners need to be involved in the community; including assistance by community mentors, earning credits by direct work experience and entrepreneurial projects.
- Learners should embrace life-long learning.

These components, as individually identified, should be part of the students Continual Learning Plan.

High School/Adult Program Requirements

Minnesota Statutes section 123A.06, subdivision 1, is the legislation that outlines the components that should be included in alternative programs.

Academic provisions:

- A scope and sequence that crosses all grades that are served
- State-of-the-art technology for both instruction and learning management
- Learning opportunities designed to meet the unique learning style, talents, interests and skill levels of individual learners
- Appropriate instruction, including community involvement, tutoring, peer teaching, cooperative learning, use of volunteers and flexible grouping
- Independent study based on:
    - The learners ability to be a self-directed learner
    - Instructional contact time requirements
    - Group contact
- Sufficient number and type of courses provided through the alternative setting, district access, contracted services, and/or Postsecondary Enrollment Options
- Curriculum that addresses cultural diversity, study skills, and task management skills

School-to-work provisions:

- Program should be a member of a local Education and Employment Transitions Partnership
- A variety of school-based learning opportunities should be accessible, such as:
    - Career planning and guidance
    - Vocational/Academic applied learning
    - Cooperative learning
    - Safety issues and related skills
    - Service learning
    - Pathways curriculum
    - MAAP STARS or other student organizations
- A variety of work-based learning opportunities such as:
    - Work experience
    - Internships
    - Job shadowing
    - Mentoring
    - Youth apprenticeship
    - Entrepreneurship (school-based enterprise)
    - Community service
    - Youth Works, Youth Build, and Learn/Earn Programs
    - JTPA programs
    - Job/Academic applied learning
- Assistance to learners for school-to-work connecting activities

Personal support services provisions:

- Endorsement of staff's ability to identify learners' health problems
- Curriculum that promotes responsible behavior in areas such as:
    - Sexual practices and pregnancy prevention
    - Use of chemicals, alcohol, tobacco, and prescription drugs
    - Nutrition, health and sleep habits, and physical fitness
- Securing and using health care services
- Abstinence from high-risk behaviors
- Availability of child care or assistance to learners in obtaining child care and funding
- Personal and group counseling services for learners with problems
- Collaboration with other agencies and organizations in referring learners for assessment and treatment of problems
- Facilitation of collaborative efforts with other agencies, organizations, and alternative programs in operating a program(s) that helps learners maintain sobriety

*Small after-school ALPs and ALC dual-attendance components should address school-to-work provisions as appropriate to learner needs and availability of opportunity.

District programs must be accessible to learners. (Minnesota Statutes, section 123A.05 subdivision 3 for specific language.)

Middle-Level Programming

Overview and considerations as a delivery method

The primary intent of middle-level Area Learning Center (ALC) programming is to assist school districts in reaching the 100 percent graduation goal. For middle-level programming, students are enrolled into ALC classes during the traditional school day for various educational purposes, including individual assistance. When this occurs, each program only claims the amount of time they have the students, with each getting a portion of the 1.0 funding.

Students referred to and receiving alternative programming must qualify under Graduation Incentives Criteria; Minnesota Statute 124D.68. It is not the intent of middle-level alternative education to segregate at-risk students from their peers. Minnesota Statutes section 123A.05, subdivision 3, requires that students have access to regular school programs, demonstrating the importance of not isolating these students.

The Minnesota Department of Education, with this in mind, approves various forms of middle-level programs; pullout, school-within-a-school, integrated support throughout the day (i.e., Response to Intervention, Positive Behavior Intervention Strategies) and Targeted Services. Targeted Services programming is only approved after an ALC has approval for a middle level alternative program. Descriptions of these programs are as follows:

Pullout Program: In a pullout program, it is common that the education occurs at a site other than the traditional school, with the primary goal being to transition students back into the traditional program. Therefore, depending on a student's specific needs, students may spend a portion of the day at the traditional program. Refer to the section labeled Alternative School Students Concurrently Enrolled Part Time in a Traditional School for reporting procedures.

School-Within-A-School Program: The ALC and traditional school share joint responsibility for both the program and students with programming occurring at the traditional school. Therefore, it is common in a school-within-a-school that the student is enrolled in both the alternative program and the traditional school, simultaneously. The advantage of a school-within-a-school model is that it provides for a minimal amount of isolation. Refer to the section labeled Alternative School Students Concurrently Enrolled Part Time in a Traditional School for reporting procedures.

Integrated Program: All staff within the middle school share responsibility for supporting at-risk students. This inclusive model uses strategies that may include a tiered approach to supporting student learning such as Response to Intervention. Staff receive training in using these strategies so that all students in the school are receiving support and at-risk students are not segregated from the rest of the student population.

Effective models of instruction for at-risk learners include thematic, interdisciplinary and experiential, with a strong social/emotional component.

Targeted Services Middle Level Alternative Programs: Extended day/ year programs that provide small group "whole learner" services to Graduation Incentives-eligible students. Programming must include the total learning year. This program is only an option after an ALC has been approved and is operating a pullout or a school-within-a-school program. For reporting purposes, students are reported as dual enrolled. Refer to the finance section of this handbook for additional information.

For all four models, the following must apply:

- Minnesota Statutes section 123.05 gives ALCs the authority to access, for its students and from the district, specific classes, programs, technology facilities, services, and activities based on a student's desire, needs, talents.
- Students must meet the Graduation Incentives Criteria as outlined in Minnesota Statute sections 124D.68.
- A Continual Learning Plan (CLP) that correlates identified needs with educational service options and assessments (both during the regular and extended day) must be developed for each student.
- The ALC provides the extended day/extended year programming/services and does the reporting.
- All models should involve various community services.
- Because part of the ALC mission is to provide a wide array of educational services, ALCs must implement either a pullout or school-within-a-school middle-level program. Once one of these programs is in place, Targeted Services programming is an option.

Resource for out-of-school time programming (May, 2010) Massachusetts Department of Elementary and Secondary Education (http://www.doe.mass.edu/research/updates/10_0511.html).

Focus Areas for Middle-Level Programming

The Minnesota Department of Education has defined seven focus areas for middle-level alternative programming. The following descriptions of the focus areas are derived from Minnesota Statutes section 123A.06, subdivision 1, and from various articles on research and best practices in middle level pedagogy.

Academic Personalization and Skill Development

Instructional design for middle-level learners requires multiple approaches to assess and address learners' individual needs, strengths and multiple models of instruction delivery to motivate and focus learners. Multiple and appropriate assessment techniques provide frequent, individualized feedback and guide instructional modification to improve learning. Opportunities for learners to experience success early and frequently are a major emphasis of instructional design. Methods of instruction to consider include: use of technology, study skills development, peer teaching, cultural diversity curriculum, accelerated learning, cooperative learning, flexible grouping, and other methods appropriate for individual learners. District technology facilities are required to be available to alternative program learners.

Exploration Activities

Because learners in early adolescence need to explore their beliefs, needs, interests, and talents in relation to their future educational and career endeavors, learners in middle-level alternative programs must have access to the vocational courses and work experience opportunities available to other middle-level learners in the district. Exploration activities to consider include curriculum units, mentorships, the Minnesota Career Information System, field trips, and service learning. Exploratory activities may include regularly scheduled experiences in all curricular areas and be learner-interest and/or talent-centered.

Support Services

Various support services must be provided to learners to assist them in making healthful choices regarding issues that, though they may be external to the educational program, have the potential to interfere with learning. Examples of services and issues include:

- Physical and mental health
- Truancy and tardiness
- Use of chemicals
- Peer pressure and relationships
- Abuse
- Homelessness
- Pregnancy and parenting
- Transition needs
- Self-concept
- Depression and feelings of hopelessness
- Other school-related or personal issues

Parental Involvement

It is imperative that parents of middle-level learners be involved in the decision to enroll the learner in the alternative setting and in the development of the Continual Learning Plan. Additionally, traditionally scheduled conferences as well as conferences initiated by the learner, parent(s), teacher or other school staff provide valuable opportunities for interaction regarding school-related and personal concerns.

Social and Personal Development Skills Curriculum

A social and personal development skills curriculum facilitates the development of attitudes and skills learners need to interact with others in a healthy, democratic, ethical way. Areas for consideration include citizenship, decision-making, peer and adult relationship building, the cultivation of a positive self-concept and work habits, the ability to persevere, the capacity to enjoy life, and self-management.

Service Learning

Service learning integrates academic learning with a service experience. There is considerable evidence that combining classroom work with community service increases enthusiasm for learning and improves academic skills. Service learning gives genuine service to the learner's school, community, society at large, and the world community. Service learning demonstrates that young people can be valuable resources for the community. Examples of outcomes of service learning projects include the opportunity to meet people from diverse cultures or age groups and learn about and work with the environment. Service learning includes opportunities for learners to reflect on their experience.

Activities Program

An appropriate activities program provides participants with opportunities to develop a sense of personal connection to school. This sense of connection enhances learners' motivation and their sense of achievement, promotes participation and interaction, taps learner interests, and provides opportunities for competition and service. Activities are consistent with the developmental characteristics of middle-level learners. Center staff proactively helps learners take part in the activities program. The program may be co-curricular, extracurricular, intramural, club, or community-based. The provision of new activity options must be considered.

Range of Services for Middle-Level Programming

LEAST INCLUSIVE (Full Delivery) ---------- MOST INCLUSIVE (Support)

A. Pull Out/Separate Site	B. 50-60% of day in ALC	C. Assistance as needed	D. Group session plus individualized assistance	E. Specific assistance during study hall and as needed.	F. Support to the traditional classroom
Students are enrolled full-time at a separate site. Mornings are typically academically oriented and afternoons more activity based. Funding to ALC.	This school-within-a-school format is offered at the traditional school so that students have direct access to programs and services. Typically the academic classes are in the morning with the electives in the afternoon. A school-within-a-school should be a separate and autonomous unit. Funding is proportionately allocated.	Students are scheduled into the ALC (at the traditional school) according to their specific needs. This can be from one (1) hour to a full day. Funding is proportionately allocated.	Students are typically scheduled into the ALC for two hours. One hour typically is spent in a group setting with the goal to create a community. The second hour is typically spent on the students' individual needs. Funding is proportionately allocated.	Students are with an ALC teacher (and a very small number of students) during study hall time. The goal is to help the student learn study habits and get their work completed. Funding is proportionately allocated.	At-risk students receive support throughout their daily schedule in the traditional classroom. No ALC funding.

Additional Considerations

- Academic, social/emotional and vocational educational components should be woven together.
- Resist pressures to retreat to teacher-centered approaches that focus narrowly on the four basic subjects, ignore social and personal development, and make creative learning experiences available mainly to those in classes for the gifted.
- A sense of commitment and philosophy on the part of the teacher(s) will make a difference to the success of the program.
- Advisor/advisee relationship, thematic units, experiential and interdisciplinary programming are viable programming options/concepts for "at-risk" middle-level students.
- Important to build a sense of community as this helps ensure student success.

Homework help is not fundable.

Independent Study

Overview and considerations as a delivery method

State Approved Alternative Programs are eligible to apply for an Independent Study (IS) program for learners who meet the Graduation Incentives Criteria. The process includes approval to be a State Approved Alternative Program. Upon completion, the approved program can apply to incorporate IS. State approval is required for students to generate state aid for non-classroom time. Any district or program can provide Independent Study, but without state approval only actual attendance can generate state funding.

It is important that IS continue to be a viable option for students who are self-directed and can be successful using this delivery method. Therefore, protecting the integrity of Independent Study (IS) is paramount so that there is validity when awarding credits and generating revenue for work completed outside of the traditional classroom.

One of the primary outcomes for Independent Study is to teach students to become self-directed learners. In the article, Supporting and Facilitating Self-Directed Learning, self-directed learning is defined as, "a process in which individuals take the initiative, with or without the help from others, to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes." Part of the integrity of Independent Study comes with the "help from others," which is the crucial role the teacher plays in the educational process.

Considerations for Independent Study (IS)
The following are components and best practices that make up a successful Independent Study program. Programs should consider all of the following:

- Teacher/student contact time should be a minimum of 20 percent of the reported membership. For continuity purposes these meetings should occur, minimally, on a weekly basis. This structure ensures that if the student is doing the work incorrectly, there is teacher assistance/intervention. It is this relationship between student/teacher contact time and work completed (membership) that gives IS integrity. Refer to the original application that approval was granted on for the attendance to membership ratio.
- It is important to make a distinction between IS classes and homework. Independent Study must be a separate class/entity, opposed to an extension of a seat-based class. Work given to supplement a class is considered homework and is not funded. If the teacher-student contact is not one-on-one, but in small groups, the outside work/activities could be considered homework.
- Watch the maximum progression rate. Consider how much education a student can 'tolerate' and still be able to retain and respond to what they have learned.
- Course work must be challenging and geared to student's individual learning style and needs.

"Motivating students who have failed in the traditional classroom setting is a key to success for credit recovery programs. The flexible and self-paced nature of online courses can motivate; these attributes can also remove the social stigma of credit recovery. Online courses may be more engaging to some students than traditional face-to-face classes. In addition, programs that use online courses can address mobility issues of students who move regularly from one school in the district to another."

(North American Council for Online Learning, 2008)

- Students must be actively involved in the learning process. Learning pyramids illustrate the average retention rates for students who are involved in various learning activities. The range starts with a five percent retention rate for students who learn via lecture, 10 percent for students who learn by reading, to 75 percent retention rate when students 'practice by doing'. Therefore, giving students packets or chapters to read with the assignment being, 'answer the questions at the back of the book' is not good educational pedagogy and is not creating a viable learning environment that meets students' individual needs, especially if a student is making up a credit. For students making up a credit, the content and delivery should be different from the course they failed. If the educational delivery continues along the same path, the results will be the same – students will be **at-risk** of not being successful. Furthermore, reading from a book and answering questions or doing multiple-choice tests is typically inconsistent with **at-risk** students learning style. Learning style studies have shown that most students who attend alternative programs are hands-on and learn best when they 'practice by doing'.
- An identification process needs to be in place for students who are doing Independent Study. It is important that students using IS be identified as self-directed learners who have the time management skills to complete the class (or classes) outside of the school building on an independent basis. Not all students are successful using IS as their means of educational delivery. It is important that the programs use care in identifying which students are appropriate for an IS program and that they not set students up to fail by placing them in a system or program that could lead them to be unsuccessful.
- Teachers need to be trained on how to deliver education via an independent study format. A common principle from the Coalition of Essential Schools (http://www.essentialschools.org/) is that "the school should be student-as-worker, rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services." Independent Study, with proper facilitation, sets the climate for students to learn how to learn and teach themselves. Ultimately, this teaches students how to be life-long learners.
- Minnesota Statutes 124D.128; Subdivision 3, outlines the requirements for the Continual Learning Plan (CLP). All students who are reported under n State Approved Alternative Program site number must have an individualized, valid CLP in place. Again, this adds to the integrity of the IS delivery model.
- Ensure a system is set up for the student to contact the teacher (without having to wait for their scheduled time) if the student does not understand a concept or item that needs to be clarified in order to continue with the assignment/project.
- Programs should provide options for students who need a quiet place to work if they do not have an adequate environment outside of the school building.
- A documented scope and sequence needs to be in place. According to Minnesota Statutes, section 126C.05 subdivision 15 (iv).

  Learning year pupil units: For an alternative program having an independent study component, the commissioner shall require a description of the courses in the program, the kinds of independent study involved, the expected learning outcomes of the course, and the means of measuring student performance against the expected outcomes.
- If there are lapses in student attendance or in the amount of work generated, information will probably need to be re-taught. This could become a financial issue when revenue is generated for re-learning. Programs should have a policy regarding weekly contact time and length of time that students' files will be left open.
- There needs to be a list of options for students who are not successful at the IS program. Are they referred back to the traditional school, referred to another program?

- Review the quality indicators in the original application to make sure the program continues to embrace them. If the original ones have changed, develop new quality indicators.
- Student contact time should include, at a minimum, the following:
- Face to face with an appropriately licensed teacher
- Review of student work
- Clarification of concepts or tasks (as necessary)
- Assessment of student work
- Issuance of new work and a discussion as to why the work was assigned
- CLP update
- The social/emotional and whole learner needs must be addressed. How is this occurring in the program?

  "For students in at-risk situations, programs offered by schools or community groups often provide the only quality academic support, recreation or cultural enrichment the children experience during the time they are out of school."

  Special Report; Providing a Helping Hand; National Dropout Prevention Center (Spring 2000). Available online: http://virtual.clemson.edu/groups/clarkstudy/SpecRpt_3.pdf

- Students should be at least 16 years of age and older. (See also: Independent Study for learners under age 16)

Online Learning (OLL)

Minnesota districts and charter schools may offer on-line learning (OLL) to students. Minnesota statute 124D.095, subdivision 2:

(a) "Online learning" is an interactive course or program that delivers instruction to a student by computer; is combined with other traditional delivery methods that include frequent student assessment and may include actual teacher contact time; and meets or exceeds state academic standards.

Students enrolled in State Approved Alternative Program (SAAP) are eligible to access OLL offered by a state-approved OLL program outside their resident district and/or where the SAAP is located, albeit, in Minnesota. They must complete the "Online Learning (OLL) Supplemental Notice of Student Registration" form and a ten day notice to their enrolling school. The enrolling school can reduce the student's instructional time, if it chooses.

If the OLL causes the student's total ADM to exceed 1.0, the SAAP's 1.0 ADM is reduced by 88 percent of the OLL ADM. If the student's total ADM does not exceed 1.2, this adjustment will move some of the SAAP's original ADM into extended time ADM for a total ADM of 1.2.

A SAAP with a state-approved independent study program can use online learning (OLL) as their curriculum. A SAAP may use its own approved standards-based online curriculum or may partner with an existing Minnesota state-approved OLL provider.

Note: If a SAAP would like to provide online learning within an independent study program to students who do not attend on-site for any part of their enrollment, the SAAP must either:

1. Partner with an existing state-approved online learning provider, or
2. Apply to be a state-approved online learning provider.

Independent study with OLL requires a minimum 20 percent face-to-face interaction for teacher and students as defined below:

Student contact time should include, at a minimum, the following:

- Face-to-face with an appropriately licensed teacher
- Review of student work
- Clarification of concepts or tasks (as necessary)
- Assessment of student work
- Issuance of new work and a discussion as to why the work was assigned
- CLP update

The minimum 20 percent face-to-face requirement may be met through virtual contact. This would be reported using the independent study model.

If virtual contact is used to meet the minimum 20 percent face-to-face requirement, the SAAP must:

- Provide quality virtual interaction between the student and a teacher licensed in the content delivered.
    1. Individual contact focused on academic standards using higher order thinking skills.

2. Discussion forums that are focused on academic standards, allow students to share examples from real life experiences and encourage inquiry-based learning.
3. Personal messaging (e.g., phone contact, email, texting) to review goals, timelines, check-in and on-going discussion.
4. Instructor feedback on assignments to support continuous improvement and mastery of course content.
5. Only the face-to-face and virtual contact is reported as student attendance on MARSS.

- Define and monitor standards for student progress and participation. Include at a minimum:
  1. Student is meeting goals that are included in the CLP.
  2. Student is meeting the requirements of the locally defined attendance policy.
  3. Student is participating in self-evaluation on academic work using rubrics provided through independent study program.
- Use a data system that can document and demonstrate student participation and progress during the course (records must be available for review).
  1. Tracking of student log-in(s), teacher feedback and academic participation in the course.
  2. Tracking of student content mastery for the course.
  3. Tracking of virtual contact to meet the 20 percent requirement.
- Each student is monitored biweekly to determine progress. Students who do not meet minimum standards for progress, participation and content mastery are placed, based on individual student need:
  1. in a hybrid model,
  2. or in an independent study with face-to-face interaction,
  3. or a traditional classroom setting to complete the course.
- Provide an orientation to prepare the students for online learning processes, expectations and systems. Request student exit information to provide guidance and direction for continued student learning and program improvement.

Online Learning Membership

Membership for students participating in supplemental OLL offered by another district is simply the membership generated at the SAAP for the instruction provided by the SAAP. The OLL program will report the OLL course completions to MDE via a separate reporting mechanism, independent of MARSS.

Membership for students earning credit via OLL curriculum offered by the SAAP and in which a minimum of 20 percent face-to-face and/or virtual contact is provided by an appropriately licensed Minnesota teacher is generated using the independent study model.

Online Learning Attendance

Attendance for students participating in OLL offered by another district is simply the attendance generated at the SAAP for the instruction provided by the SAAP. The OLL program will report the OLL course completions to MDE via a separate reporting mechanism, independent of MARSS.

Attendance for students earning credit via OLL curriculum offered by the SAAP and in which a minimum of 20 percent face-to-face and/or virtual contact is provided by an appropriately licensed Minnesota teacher is the sum of the documented actual and virtual contact, not to exceed the membership.

To satisfy requirements for credit and attendance, an appropriately licensed Minnesota teacher must provide instruction for the OLL curriculum offered by the SAAP. A minimum of 20 percent of teacher/student communication must be face-to-face and/or through virtual contact, as defined in this directive.

Independent Study for learners under age 16

Districts must apply for and obtain authorization for state approval to provide IS to 15-year-old learners who are eligible under Graduation Incentives and who are enrolled in a high school serving grades 9 through 12. When providing IS to qualifying 15-year-old learners, districts must ensure each of the following four conditions and should be used as the method of instruction only after other efforts have not been successful:

- Learners who are to receive instruction through IS demonstrate the potential for being self-directed learners.
- Learners enrolled in IS do not fall significantly behind.
- Learner's parent(s), guardian(s) or mentor signs a contract agreeing to support the learner in completing work on time.
- 50 percent of learner program time is teacher/student contact time.

Districts may extend their application for approval of IS to include pregnant or parenting minors, students returning from a mental health or chemical dependency treatment program and expelled learners. Districts extending IS to these learners must ensure each of the four above-listed conditions.

Other considerations

- How is student work assessed? Is there a link between the type of assessment and the student's learning style?
- Have the students been taught how to be self-directed learners?
- Is there continuity between lessons?
- Are teachers properly licensed?
- What are the various policies, i.e. attendance, participation?

Examples of Best Practice

- Students attend a portion of their teacher/contact in an organized class. The benefit of this is that students have interaction with other students and benefit from small group interchange.
- Programs establish a two-week class that all IS students need to attend that covers the following:
    - How to be a self-directed learner
    - How students work with their individual learning style

- This class facilitates success by informing students about Independent Study requirements and expectations. This is also a good test to see if the student will be successful using IS as their educational delivery. If the student is not following through, a seat-based system should be maintained.
- Students are expected to meet a requirement of 1.5 to two hours per week, per course, of teacher contact time. The first 45 minutes the student meets with the teacher to discuss their progress, assess and issue new work. The second 45 minutes the student is working on an activity related to the class they are taking. This could include watching a video, working on the computer, etc.
- College-style scheduling, such as preparing a master schedule of classes for the semester and have students create their own schedule, or offering classes in once a week three or four hour blocks.

Independent Study is an important and valuable delivery method for students who are self-directed learners.

Funding clarification

Attendance for learners earning credit through IS must be **reported in hours**. Credit should be granted upon successful completion of the course. The amount of revenue that is generated per credit is calculated by using the Independent Study Worksheet, located in this section of the Handbook. This calculation is based on core school year and number of credits a student needs for graduation. If no education occurs, or the student does not complete their outside work, no funding is generated.

Partial credits may also be claimed at the end of the year. The IS teacher must determine what portion of credit the student has completed. Completed portions should be claimed on the current years MARSS file. The remainder of the credit may be claimed in a subsequent year, when the credit is completed. Care must be taken to not duplicate IS credit hours in subsequent school years. Records must show when each credit or portion earned via IS is claimed so that hours are not duplicated.

Learners who **do not successfully complete the required outcomes** for an IS course must have documentation of a failure for the course on their transcript. Additional membership hours can be claimed until the requirements are fulfilled. A minimum of 50 percent of the repeated course time must be based on teacher contact time.

Traditional Classroom and Independent Study

Source	Traditional Classroom	Independent Study
Philosophy	Education is typically teacher initiated and directed	Education is typically learner centered with the teacher facilitating
Scheduling	All of the education occurs at the school/program	The majority (75-80%) of the education occurs outside of the traditional classroom[1]
Programming Design	Students are scheduled into a class and all students are typically 'on the same page'	Very individualized and students work with the teacher one-on-one[2]
Age of Student Served	Any age as defined in the application	16 and older unless there are specific circumstances[3]
Revenue	Revenue is generated on membership, with the expectation that the student will be in attendance for all of the programming[4]	Combination of attendance and outside work comprises the membership; refer to the worksheet on the next page for number of hours that can be claimed for funding

Students can participate in both independent study and traditional classrooms simultaneously, albeit for different classes. Although the attendance and membership are reported together on MARSS, separate records of attendance and participation must be kept on each program.

Similarities

- Continual Learning Plan that is consistent with the statute (Minnesota Statutes, section 124D.128).
- Teacher must be appropriately licensed.

Targeted Services (Extended Day and Extended Year)

Area Learning Center extended day/extended year services for elementary and middle-level learners

OVERVIEW

Minnesota Statutes, section 123A.06.Subdivision 2, identifies development of programming for learners 'at-risk' of not graduating from High School. Minnesota Statutes section 123A.06.Subdivision 2 states:

> *A center shall provide programs for secondary pupils and adults. A center may also provide programs and services for elementary and secondary pupils who are not attending the center to assist them in being successful. Pupils eligible to be served are those age five to adults twenty-two and older who qualify under the graduation incentives program in section 124D.68 (Subdivision 2).*

When this statute was implemented in 1987 the priority was to establish programming for learners sixteen through adult. In 1990 the then Minnesota Department of Children, Families & Learning moved a step further toward full implementation by requiring ALCs to provide services to secondary school learners age 12-15. This was followed by development of programming for students beginning as young as kindergarten. These programs, which serve elementary and middle-level learners, have been termed targeted services.

- The mission of targeted services is as an intervention/prevention to assist students to be successful and to remain in the traditional school.
- The majority of targeted services programming occurs on an extended day/extended year basis.
- Only Area Learning Centers qualify to provide targeted services and a middle level school-within-a-school or pullout program must be in operation prior to implementation of targeted services.
- An application must be completed and approved by the Minnesota Department of Education.
- Students enrolled in targeted services programming generate general education revenue beyond 1.0 ADM (average daily membership) under Minnesota Statutes, section 126C.05 (subdivision 15). The 2002 Legislative session added a 1.2 ADM cap for students in grades 1 through 12 (including adult learners).

Recent Research regarding extended day and extended year programs

All young people experience learning losses when they do not engage in educational activities during the summer.

- Research spanning 100 years shows that students typically score lower on standardized tests at the end of summer vacation than they do on the same tests at the beginning of the summer (White, 1906; Entwisle & Alexander 1992; Cooper, 1996; Downey et al. 2004).
- Most students lose about two months of grade level equivalency in mathematical computation skill over the summer months. Low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains (Cooper, 1996).
- About two-thirds of the ninth-grade achievement gap between lower and higher income youth can be explained by unequal access to summer learning opportunities during the elementary school years. As a result, low-income youth are less likely to graduate from high school or enter college (Alexander et al. 2007).
- Children lose more than academic knowledge over the summer. Most children—particularly children at high risk of obesity—gain weight more rapidly when they are out of school during summer break (von Hippel et al. 2007).
- Parents consistently cite summer as the most difficult time to ensure that their children have productive things to do (Duffett et al. 2004).(Source: National Summer Learning Association,(http://www.summerlearning.org/).

Targeted Services Guidelines

1. The elementary and middle-level learners served must qualify under Graduation Incentives, be at least 5 years of age and have an intake form documenting how they qualify for services; Minnesota Statutes, section 123A.06, Subdivision 2, Minnesota Statutes section 124D.68, Subdivision 2.
2. The program must address a cross-section of classified at-risk learners, not heavily dominated by any category such as special education, ESL, etc. Although this is not stated in statute, other revenue sources are available to provide programming specifically designed to serve these populations. For example, both federal and state money is available to serve students with IEPs. LEP money is available to provide programs designed to serve ESL students.
3. A Continual Learning Plan must be developed jointly by ALC staff and regular school staff for each learner in the program. Outcomes, instructional strategies, and outcome assessments for the extended time must interface with the regular school time.

   The district must develop a continual learning plan with the pupil. A district must allow a minor pupils parent or guardian to participate in developing the plan, if the parent or guardian wants to participate. The plan must identify the learning experiences and expected outcomes needed for satisfactory credit for the year and for graduation. The plan must be updated each year; Minnesota Statutes section 126C.05.Subdivision15 (b)(i).

   The continual learning plan (CLP) should be developed for the entire year and include services for both the alternative and traditional programs. This criteria is listed in Minnesota Statutes 124D.128, Subdivision 3.

4. Program outcomes for both the ALC extended program and regular school program must address the broad needs of the learners, not just basic academic needs. The intent of this condition is so remediation will not be the sole focus. The programs and services of a center must focus on academic and learning skills, applied learning opportunities, trade and vocational skills, work-based learning opportunities, work experience, youth service to the community and transition services. In addition to the programs listed above, the center shall coordinate the use of other available educational services, special education services, social services, health services and post-secondary institutions in the community and services area; Minnesota Statutes section 123A.06.Subdivision 1.
5. A program should provide a variety of learning techniques and experiences such as: learner-focused, parent involvement, high level of personal involvement, service oriented, expanded learning environment, peer and cross age teaching, interdisciplinary curriculum, experiential, experimental, practical and reflective and technology supported; Minnesota Statutes section 123A.06.Subdivision 1.
6. A program must provide for a strong partnership among ALC staff, regular school staff, parents and other service agencies to facilitate that whole learner needs are addressed; Minnesota Statues section 123A.05.Subdivision 3.
7. Area Learning Centers are required to be learning year programs and provide instruction throughout the entire year; Minnesota Statutes section 124D.128.Subdivision 2; Minnesota Statutes section 124D.128.Subdivision 1; Minnesota Statutes, section 123A.06.Subdivision 3.
8. Targeted Services programming must have both a summer and school year component. The school year component can occur before school, after school or on weekends.
9. The ALC must have approval and be successfully operating either a pull-out or school-within-a school middle level program. The rationale is that districts should first utilize existing dollars and programs before requesting additional dollars. The mission of ALCs is to provide instruction for all secondary students, including middle level students; Minnesota Statutes, section 123A.06.Subdivision 2.
10. Middle level programming is optional for ALPs (State-Approved public Alternative Learning Programs).
11. The regular school structure must be conducive to the needed communication among the partners. Someone must be in charge of the communication process and scheduling of meetings.

Questions on ALC, ALP or Targeted Services Extended Learning Programs can be directed to Mary Barrie at (651) 582-8567. Information will be collected from targeted services programs to learn about successful delivery methods

Program Review Checklist for Targeted Services 1. Program does not include this component 2. Program is developing this component 3. Component is fully developed. Implementation is beginning 4. Component is fully implemented 5. Component is implemented, has been evaluated and improved over time	1	2	3	4	5
Program Description:					
There is a program description to be shared with parents, teachers, students and other stakeholders					
There is a written mission and vision					
Mission and vision and outcomes are communicated to stakeholders					
Intake Process:					
Selection process is in place					
Intake form indicates which graduation incentives criteria the student meets					
Appropriate people involved in intake (Parents, Teachers, Counselors, etc.)					
Continual Learning Plan (CLP):					
An individualized CLP is completed on each student					
Measurable assessments are included in the CLP					
The CLP is reviewed and updated often					
There is continuity between what is stated in the CLP and what is happening in the class room.					
Curriculum and Instruction:					
Whole learner needs are addressed					
Curriculum for Targeted Services is different than for the traditional classroom					
TS curriculum addresses academic and social/emotional development					
Curriculum and instruction address diverse learning levels and styles, and diverse cultures					
Staffing:					
Student to teacher ratio does not exceed 15:1					
All teachers are appropriately licensed					
Staff Development:					
Staff have been trained in mission and vision					
Training occurs that is specific to TS					
Staff development is selected that is relevant to improving learning for at-risk students					
Partnerships:					
Staff and program communicates with families and engages them as partners					
TS teachers communicate with daytime classroom teachers regarding student progress					
Program forms partnerships with the community to enhance the learning of students					
Policies and Procedures:					
Students are scheduled for the entire year					
Attendance policy is in place					
Teachers understand how revenue relates to attendance					
A representative cross-section of students are served by the program					
Proper finance procedures are being followed					
Data Collection and Analysis:					
Qualitative and quantitative data is collected					
Data collection and analysis supports program evaluation and improvement					
Other Considerations:					
How are teachers selected?					
Is transportation provided?					
Is the leadership structure communicated and clear?					

Frequently Asked Questions about Targeted Services

What is the process for being approved to provide targeted services programming?
Submit an application for Area Learning Center. Include application for middle-level (daytime) school-within-a-school or pullout program. Application to provide targeted services needs to be submitted.

What are targeted services (TS) and who is served?
Targeted services is intervention/prevention programming for criteria defined (Minn. Stat. § 124D.68) at-risk students kindergarten through 8th grade.

Can we fund our after school and summer school programs through Targeted Services?
If your program meets the guidelines set up under the Graduation Incentives legislation, you can fund programs for eligible students using Targeted Services resources.

When do Targeted Services programs occur?
Programming occurs on an extended day/year basis and is designed to supplement the traditional school day, with the goal being to keep the student in the traditional system. The intent of targeted services is to supplement not supplant.

What should targeted Services Programs look like?
First and foremost, it should be different from what is occurring during the traditional school day. If the programming is more of the same, the results will be the same—the student will be at-risk of not graduating from high school.

Most students that are identified as at-risk have a learning style that is incompatible with the traditional environment. Therefore, targeted services should meet the student's individual learning style which may be hands-on and activity based.

Programming needs to be more than academic and should have a social/emotional component.

As outlined in Minnesota Statutes, section 123A.06, Subdivision 1, remediation should not be the sole focus.

Targeted services cannot be a drop-in program. Students are scheduled into instruction that meets whole-learner needs to increase academic achievement.

Targeted services programming must be purposeful, with the ultimate goal being to give students the assets, strengths and protective factors to be successful.

Can we serve ninth grade students?
TSs expands to ninth grade for students who do not need ninth grade credits for high school graduation. If ninth grade students need educational assistance (and TS is not an option because they are at the age where the student needs credits for graduation) they can receive services as long as credit is given. Students should then be reported under the secondary ALC site number.

Who can provide targeted services?
Only ALCs have the authority to be approved and funded to provide targeted services programming and this is only after a middle-level (daytime) program is approved and operational.

How is targeted services funded?
For funding purposes, students' attendance and membership are reported in hours. Funding is a pro-ration of the general education revenue, generated by student instruction time (membership). Targeted services students will not generate compensatory revenue at the ALC site because they have already been counted at their elementary or middle school.

Can there be a Homework Help component?
Homework help does not qualify for targeted services funding for the following reasons:

- Homework help only rescues and enables the student on a temporary basis—until the work is due.
- What it does not do is teach the student to be in control and be a life-long learner. What happens to students who choose not to continue with targeted services or if funding ceases? Students will not have learned how to be self-sufficient.
- It is not realistic to send the student home with no homework.
- If the students go home without homework, studies show that they watch TV and this can have a negative impact on the students and the learning process.
- Homework help keeps the student out of trouble when the homework is due.
- Solution—study skill and organizational skill development. This gives students the skills and essentials to do homework on their own. Additionally, it is important that students learn how their individual learning style relates to 'homework'.

Do teachers have to be licensed?
Because targeted services are financed using general education revenue, all applicable laws must be adhered to, including the need for appropriately licensed teachers.

Can targeted services be summer school only?
Several years ago summer school money was rolled into the General Education Revenue. Therefore, targeted services must be extended day and year, not one in isolation of the other. The students that qualify for targeted services are usually in the bottom 10-15 percent of their class, indicating that a short term intervention will not be sufficient.

Can targeted services fund full day Kindergarten?
For schools that have full day kindergarten, the following applies if targeted services money is used to help fund the full day.

- Programming specific to students who are at-risk needs to occur. Because the student is enrolled in full day kindergarten does not automatically qualify for funding. The students who are identified need to be given instruction separate from the rest of the students.
- Kindergarten targeted services (TS) is limited to 1.2 ADMs, which equates to approximately 85 hours for the year.
- The percentage of identified students at-risk should not be considerably higher in kindergarten than in the other elementary grades.

What is ADM divisor for targeted services?
Because many of the Area Learning Centers work with a number of school districts, the statute-defined minimums are used as the divisor. 425 hours for kindergarten; 935 hours for grades 1-6 and 1020 for 7-9.

Is money available for transportation?
The transportation dollars are part of the general education revenue. There are no additional monies available for transportation. Providing transportation is optional.

Are there extended day options for students who are not in targeted services?
Students must qualify for Targeted Services to be in an ALC funded after school program. If they do not qualify, schools must use other funding sources to provide an after school program.

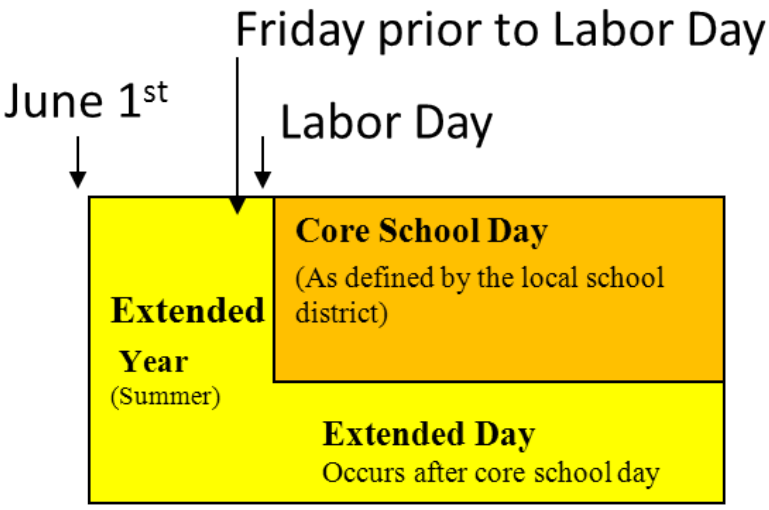
Is all after school programming targeted services?
Not all after school programming is targeted services. Several districts have enrichment classes and after school programming through community education. If the class or program is offered through community education and a fee is normally charged to participate it is unlikely to meet criteria for TS funding.

How are students that have been retained in 8th grade reported and do they qualify for targeted services?
Students are normally progressed to the next grade level as soon as the school year ends. If an 8th grader is retained, the formal school district process should be followed and the student should be coded on MARSS as an 8th grader. The student then qualifies for targeted services until promotion to 9th grade.

LEARNING YEAR

Learning Year Legislation allows State Approved Alternative Programs to collect general education revenue of up to 1.2 ADM to educate students beyond the core school day.

Learning year can be depicted by the following illustration:



Learning year is divided into two strands. Whereas many of the Learning Year Statutes are applicable to both, there is a philosophical difference between the strands. The most prominent difference is that Learning Year A allows acceleration for early graduation. Learning Year B allows statute defined at-risk students opportunities to increase their skill level and/or make up necessary credits for graduation (also called targeted services for grades K-8 and credit recovery for grades 9-12).

Learning Year A	Learning Year B
Intent of this strand is acceleration for students to graduate before their peers.	Intent is to increase skill levels and/or credit retrieval.
The program will not increase the total number of ADM attributable to an individual pupil as a result of a learning year program. Students must graduate or grade promote upon completion of required academic standards which may occur mid-year.	Students can generate more than 13 ADM as long as progress is being made toward graduation.
Programming is scheduled for the entire year. However, Learning Year designation is at the option of the district/school.	Programming must occur for the entire year with a legislated mandate that Area Learning Centers provide instruction throughout the entire year (see statute below).
Districts can apply for approval and designate the grade level(s) served.	Only Area Learning Centers can be Learning Year and Learning Year services must be provided for all ALC levels.
Focus is academic only.	Focus is on the whole learner.

Common Characteristics of Learning Year A and B:

- Requires a separate application and approval process
- Provides instruction throughout the entire year
- Generates General Education Revenue up to 1.2 ADM
- A Continuous Learning Plan (CLP) is updated annually for each student
- Record keeping systems required for MARSS
- Student participation is optional

Minnesota Statutes, section 123A.06, Subdivision 3 and section 124D.128, Subdivision 2

Special Education Services

Certain components of alternative educational settings may lend well to the needs of some students with disabilities. However, districts must make sure that placement of a student with disabilities in an alternative educational setting does not impinge on the student's right to special education services. It is a violation of a special education student's right to a free and appropriate public education (FAPE) to place special education students in settings where their needs are not addressed. School districts have a responsibility to ensure FAPE as indicated in the IEP.

More specifically, students with disabilities may not be required to terminate their IEP prior to enrollment in a State Approved Alternative Program.

Districts may not establish a process that causes students with disabilities to be systematically signed out of special education prior to their enrollment in an alternative program. This is a violation of the student's right to a FAPE. Students who qualify for special education within traditional educational settings continue to qualify for special education in other educational settings.

M E M O R A N D U M

DATE: August 11, 2006

TO: State Approved Alternative Program Directors

FROM Glory Kibbel, Supervisor, School Choice and Programs Services
Carol Hokenson, Supervisor, General and Special Education Funding and Data Management

SUBJECT: Special Education Reimbursement and Services in State Approved Alternative Programs

The purpose of this memorandum is to address questions from the field about the relationship between special education and State Approved Alternative Programs (SAAPs). This memorandum replaces a previous one on the same topic issued on January 23, 2001.

Special Education Expenditures Eligible for Special Education Funding

If a licensed special education teacher is acting as the regular classroom teacher, even though there are students in the class who have special needs (special education), this does not qualify as an eligible special education expenditure for state special education. Therefore, if a student has an IEP, but the student is not receiving direct special education services (that are different from the rest of the class) the student is considered part of the regular classroom. This is particularly true where all students (general and special education) are receiving the same services. The classroom teacher may adapt and modify materials and instruction to meet the needs of the students, and this may be best practice, but it is not special education services. If, however, a student with an IEP is receiving specialized instruction as outlined on the IEP, and other students are not receiving those services, then the teacher time is considered an eligible special education expenditure.

The smaller class sizes and individualized attention often available in an alternative setting, may allow students with disabilities to be appropriately served within the regular setting. However, unless specialized instruction is being delivered in the class, small classes are simply a general education service and the teacher's salary is not considered an eligible special education expenditure.

SAAP Special Education Reimbursement Frequently Asked Questions:

Question 1: May a State Approved Alternative Program (SAAP) refuse entrance to a student who has an active IEP and who otherwise meets entrance requirements?

Response: No. If a student with a disability exercises his/her option to enroll in a SAAP and otherwise meets entrance requirements, the student cannot be denied entrance based on the existence of a disability. If the SAAP has a waiting list, the student would be treated as any other students who wish to attend the program. Until an opening exists, the resident district would need to develop another appropriate option for the student.

If placement in the SAAP is based on the decision of the student's IEP team, the conditions of the instructional design and instructional and service support need to be defined in the IEP.

If the student with an IEP attends the SAAP through one of the choice programs, the SAAP is responsible to ensure that FAPE is made available to that child. This means that the SAAP is responsible for ensuring that the child has available special education and related services in conformity with the IEP. The SAAP may meet this responsibility by either adopting the IEP the former public agency developed for the child or by developing a new IEP for the child. Before the child's IEP is finalized the SAAP may provide interim services agreed to by both the parents and the SAAP. If the parents and the SAAP are unable to agree on an interim IEP the SAAP must implement the old IEP to the extent possible until a new IEP is developed and implemented.

In general, while the SAAP must conduct an IEP meeting, it would not be necessary if: (1) A copy of the child's current IEP is available;(2) the parents indicate they are satisfied with the current IEP; and(3)the SAAP determines that the current IEP is appropriate and can be implemented as written (see, 34 C.F.R. Part 300 App. A, Q. No. 17).

Question 2: If special instruction and services are implemented, who is responsible for (a) providing special instruction and (b) paying the excess costs (tuition) for the education program?

Response: (a) A wide range of administrative arrangements are possible. If assistance is needed, the SAAP should contact the district's special education director. The most likely procedure will be that the district or cooperative in which the SAAP is located would provide the service. (b) The district of residence is responsible for the excess cost for the education program as specified in Minnesota Statutes section 125A.15.

Question 3: Does a SAAP's responsibilities for special education services change if the student has not completed the requirements for a diploma and is 18, 19 or 20 years of age?

Response: No, except that the requirements for notice and obtaining consent change. The student should sign the required forms, rather than the parent unless a student has had a guardian appointed. The district of residence continues to be responsible for the cost of the program to age 21.

Question 4: On what date do special instruction and services terminate when a person receiving special education services reaches age 21?

Response: A student who turns 21 between July 1, 2006, and June 30, 2007, is potentially eligible for services until June 30, 2007.

Question 5: What happens when a district has a policy that only general education revenue is paid for alternative programs?

Response: Districts have the responsibility to provide the necessary special education programs. The statutes provide that resident districts are responsible for both regular education costs and for the excess costs involved with serving students with disabilities. This includes SAAP services.

Question 6: If a student is discontinued from special education services mid-year, how does the district count the student on the MARSS system?

Response: On the date the student's IEP is terminated, the student should be withdrawn. On the following day, the student is "re-enrolled." The "Last Location of Attendance" would be coded as "24" and the "Special Education Evaluation Status" would be "07" (IEP terminated) and leave disability and instructional setting the same.

Question 7: Which district will generate general education revenue for a student whose IEP is terminated mid-year?

Response: General education revenue (GER) follows enrollment options students into the serving district, or in the case of a cooperatively sponsored ALC, the fiscal host, whether or not the student has an IEP. When a cooperatively sponsored ALC has no fiscal host, GER flows to the student's resident district. Students who are dual enrolled, i.e., full-time, full-year at a high school and part-time at a State Approved Alternative Program, generate full-time GER at the high school and extended time revenue for the time they are enrolled in the State Approved Alternative Program.

Question 8: How do I recover the excess costs of providing special education services to a non-resident student?

Response: Legislation was enacted in 2005 to authorize the MDE to calculate tuition adjustments to special education aid entitlements for FY 2007. This replaces the non-resident special education tuition bills currently prepared by district staff. Therefore, for any students with an IEP, MDE will make an adjustment to the serving district's special education aid entitlement for the excess costs of providing special education services. This adjustment will also reflect general education revenue generated on behalf of the student.

Non-special education students fall outside of the tuition billing model. Therefore, cooperatives without a fiscal host will continue to bill for regular education students.

Type of State Approved Alternative Programs	Tuition Billing
Single district, it must be its own fiscal host	MDE will make a negative adjustment to the resident district's special education aid entitlement for the excess costs and a positive adjustment to the serving district's special education aid entitlement.
Cooperative has a fiscal host.	MDE will make a negative adjustment to the resident district's special education aid entitlement for the excess costs and a positive adjustment to the fiscal host district's special education aid entitlement.
Cooperative, no fiscal host.	MDE will make a negative adjustment to the resident district's special education aid entitlement for the excess costs. The cooperative will receive a positive amount.

Question 9: Can a SAAP be established without the availability of special education services?

Response: A SAAP can be established which does not include special education licensed personnel among its staff. However, a district must provide appropriate special education services. When a student with an active IEP enrolls in the SAAP, or when an enrolled student is found to be eligible for special education services, the SAAP must provide appropriate services as indicated in the IEP. An ALC cannot deny admittance on the basis of disability.

Question 10: Can a district require that parents or a student agree to drop special education services in order to enroll the student in a SAAP?

Response: No, if the student meets the SAAP's entrance requirements, it is discriminatory to require or coerce parents to drop special education services as a contingency for enrollment.

Question 11: If a student is found to be eligible for special education services after enrollment in a SAAP, can the district reassign the student because these services are not available to the SAAP?

Response: If the SAAP does not include special education licensed personnel among its staff the district must provide appropriate special education services. When a student with an active IEP enrolls in the SAAP, or when an enrolled student is found to be eligible for special education services, the SAAP must provide appropriate services as indicated in the IEP. An ALC cannot deny attendance on the basis of disability.

Question 12: What can SAAP staff do when the ALC program does not match the needs of a student with an active IEP, if SAAP staff were not invited to participate in the IEP decision?

Response: SAAP staff can request that the IEP Team hold a meeting to reconsider the educational plan. The designated IEP manager (as noted on the IEP) is usually the person to contact with this request. If a staff-requested meeting does not occur, the SAAP staff should inform the district special education director of the situation and of staff's concerns.

Question 13: Is it considered a "significant change" in an IEP to move a student from a high school to an ALC?

Response: It may be. A change in the type of site or setting in which the pupil receives a special education, or a change in the amount of time a student spends with non-disabled peers, are factors that constitute a "significant change" in an IEP (See Minn. R. 3525.0210, Subp.41).

Question 14: What if SAAP staff believes there are problems with IEP implementation, placement, or other issues regarding access to necessary special education services?

Response: Anyone can file a complaint with the Minnesota Department of Education. The complaint process is designed to ensure that all students with disabilities receive FAPE. If staff believes that a state or federal special education law or rule has been violated, then they should file a written complaint with MDE. MDE will investigate the complaint and, if violations are found, will develop a corrective action plan. For more information about filing a complaint, visit the MDE website.

Program Application, Approval, Compliance and Funding

To be a State Approved Alternative Program (Area Learning Center, Alternative Learning Program, Middle-level, or Targeted Services) that provides learning year services and receives General Education Revenue, programs must obtain approval from the Commissioner of the Minnesota Department Education. Approval to provide Independent Study is a separate process.

Districts may apply to the Department of Education to be a State-Approved Area Learning Center (ALC) or Alternative Learning Program (ALP) at any time during the year. Approval is based on application approval and an on-site review. The on-site review includes:

- Facilities Review
- Curriculum Review
- Schedule Review
- Teacher Licensure Review
- Programs are provided a copy of the SAAP Handbook and any questions are answered
- Designated sites may be required to participate in periodic site reviews to maintain their status.

Timeline:

- Applicants must inform MDE of the intent to apply at least 180 days prior to the start of the program.
- Applicants must have a site visit at least 90 days prior to the start of the program
- Applicants must submit an application at least 60 days prior to the start of the program.
- Reviewed by Alternative Education Specialist and approval provided 30 days prior to the start of the program

The following applications can be found on the MDE website: (http://education.state.mn.us/MDE/Academic_Excellence/School_Choice/Public_School_Choice/Alternative_Education/index.html)

- Area Learning Center (ALC)/Alternative Learning Program (ALP)
- Middle Level
- Targeted Services)After School and Summer School Programming)
- Independent Study

Application Appeal Process

The SAAP application process is an open ended exchange where the applicant has continued opportunity to revise the application until it meets the provisions outlined in Minnesota Statutes section 123A.05 (Area Learning Center Organization) and 123A.06 (Center Programs and Services). An applicant may appeal the denial of their application in writing to the Commissioner of Education outlining the reasons why they feel the application should be accepted and how it does meet the provisions outlined in Minnesota Statutes section 123A.05 (Area Learning Center Organization) and 123A.06 (Center Programs and Services).

Program Compliance

State Approved Alternative Programs must comply with all Minnesota statutes and rules. For example, courses must be taught by appropriately licensed staff unless a waiver/variance is granted by the State Board of Teaching. Minnesota Statutes section 123A.06 (Center Programs and Services) allows for variance of the length of the school day as long as the schedule shows that the minimum hours required in a school year are provided during the learning year.

Program Funding

State Approved Alternative Programs are learning year sites. General Education Revenue is available for more than 1.0 ADM per year (not to exceed 1.2 ADMs) for learners generating membership during the entire fiscal year. ALPs may also receive revenue for extended day and/or extended year for learners who are also enrolled in an approved program during traditional school hours. Revenue collection continues until the learner graduates. State Approved Alternative Programs are responsible for ensuring that no learner generates General Education Revenue beyond earning sufficient credits to meet graduation requirements.

CONTINUAL LEARNING PLAN

Continual Learning Plan Statute

Minnesota Statutes, section 124D.128; Subdivision 3

Student planning. A district, charter school, or area learning center must inform all pupils and their parents about the learning year program and that participation in the program is optional. A continual learning plan must be developed at least annually for each pupil with the participation of the pupil, parent or guardian, teachers, and other staff; each participant must sign and date the plan. The plan must specify the learning experiences that must occur during the entire fiscal year and are necessary for grade progression or, for secondary students, graduation.

The plan must include:

1. the pupil's learning objectives and experiences, including courses or credits the pupil plans to complete each year and, for a secondary pupil;
2. the graduation requirements the student must complete;
3. the assessment measurements used to evaluate a pupil's objectives;
4. requirements for grade level or other appropriate progression; and
5. for pupils generating more than one average daily membership in a given grade, an indication of which objectives were unmet.

The plan may be modified to conform to district schedule changes. The district may not modify the plan if the modification would result in delaying the student's time of graduation.

Continual Learning Plan and Related Forms

Sample Intake Form

NAME_____BIRTH DATE_____GRADE_____

PARENT NAME

_____

ADDRESS

_____

PHONE NUMBER (HOME) (___) _____WORK (____) _____

STUDENT ID NUMBER _____DATE REFERRED _____

SCHOOL_____

REFERRED BY_____POSITION_____

Indicators of Need: (Check all that apply)

___ Performs substantially below the performance level for pupils of the same age in a locally determined achievement test	___ is a victim of physical or sexual abuse
___ has experienced mental health problems	___ is at least one year behind in satisfactorily completing coursework or obtaining credits for graduation
___ has experienced homelessness sometime within six months before requesting a transfer to an eligible program	___ is pregnant or is a parent
___ speaks English as a second language or has limited English proficiency (LEP)	___ has been assessed as chemically dependent
___ has been excluded or expelled according to sections 121A.40 to 121A.56	___ has withdrawn from school or has been chronically truant
___ has been referred by a school district for enrollment in an eligible program or program pursuant to section 124D.69	___ is a victim of physical or sexual abuse

Reading Level_____ Math Level _____

Current services the student is receiving: (Check all that apply)

___ Special Education

(IF YES): IEP in place ___YES ___NO

___ Title I

___ AOM (Assurance of Mastery)

___ LEP Services

___ Social Worker/School Psychologist

___ Other

Comments: from intake team, including goal(s), relating to indicators of need listed above.

Sample Indicators of Need Form

Teacher:_____ (Date of Assessment) _____

ACADEMIC Maintain/increase levels in Reading/Language	Performance	Comments
comprehension	1 2 3 4	
verbal communication	1 2 3 4	
written communication	1 2 3 4	
listening skills	1 2 3 4	
reading level (please fill in)	1 2 3 4	
Maintain/increase levels in Mathematics	Performance	Comments
number recognition	1 2 3 4	
addition/subtraction	1 2 3 4	
multiplication/division	1 2 3 4	
patterns & relationships	1 2 3 4	
math level (please fill in)	1 2 3 4	
General Academic	Performance	Comments
completion of assignments	1 2 3 4	
attention to task	1 2 3 4	
school attitude	1 2 3 4	
ability to problem-solve	1 2 3 4	
organizational skills	1 2 3 4	
Behavior Social Skills	Performance	Comments
follows instructions	1 2 3 4	
displays signs of stress or depression	1 2 3 4	
general health	1 2 3 4	
hygiene	1 2 3 4	
conflict resolution skills	1 2 3 4	
peer relationship & group skills	1 2 3 4	

PERFORMANCE CRITERIA RUBRIC:
1 = Not Mastered **2** = Partial Mastery **3** =Acceptable **4** = Exemplary
Other (add any unique interests/strengths)

Continual Learning Plan Framework (CLP)

In its most basic form, the CLP should assess

Where the student is currently?		Where the student needs to go? (Student's goals)
How will the student get there? (Learning objectives and experiences) and How will you know when they get there? (Assessment measurements)		

Additional information pertinent to the CLP:

The Continual Learning Plan must be learner-centered and individually designed by the program to meet the specific program focus and student needs. The word continual is the key word and indicates that the plan is continuous, not static, and should be continually updated.

A folder with a master copy of the continual learning plan components (forms) should be created and kept for audit purposes. The auditor may also ask for completed CLPs on individual students. Programs will need:

- Blank copy of the CLP;
- Graduation requirements for the district(s) the students graduate from;
- Checklist of the various assessments that could be used;
    - MCA, BST &/or standardized test scores
    - Teacher observation
    - Attendance
    - Academic information
    - Career Assessments
    - Report card/transcript
    - Portfolio
    - Learning Style
    - Completion of High Standards
    - IEP/504 plans
    - As defined by program
- District policy for grade level progression (number of credits, standards, reading level, etc.)
- If student goals are listed in the IEP/504, the IEP/504 may substitute for the Continual Learning Plan. However, this should then be noted on the CLP.

Other items that can be included:

- Strengths/weaknesses
- Objectives and experiences

A menu of options (checklist) should be developed.

State Approved Alternative Programs should design a CLP to meet the needs of their students. Programs that generate too much paperwork take time away from interaction and intervention with students. However, documentation of individual student planning and learning is required. Please e-mail CLP comments and suggestions to mary.barrie@state.mn.us.

SAMPLE Continual Learning Plan (CLP)

(To be updated annually)

I. Current status (Where is the student currently?)	II. Goal(s) (Where does the student want to go?)	III. Activities (How will the student meet their goal(s)?)	IV. Assessments (How and when will the student know they met the goal(s)?)
Examples of what can be used: *Credits/standards completed (can be a copy of the High School transcript with supporting documentation of what is needed for graduation). *MCA/ BST results *Reference to BST plan, transcript, etc. can be made. *This is the pre-plan information and necessary to complete the plan.	*Can include academic, vocational and/or personal/social emotional goals. *Should include when the goal will be met by. *Goal can be to improve and/or maintain. *Examples; Graduate, attain a specific credit/standard(s), increase level of achievement, qualify for PSEO, vocational training, career planning, increase or pass basic skills test. *Can be short (less than one year) or long-term goal(s). *Improve reading level by a specified amount.	*Attainment of specific credit/standards. *Work experience *Increase attendance and/or participation. *Specific remediation plan *Teacher specified *Participation in evening program	*If the goal is long-term, progress needs to be indicated on a yearly basis. *Graduation Standards *Menu of options (checklist)

District credit requirements and standards should be available on request.

An example of a Targeted Services Continual Learning Plan may be:

(Name of Student) is reading at a 3.2 grade level	By June of 2012, (Name of Student) will read at a 3.6 grade level.	(Name of Student) will read a minimum of three books per week. (Name of Student) will complete one level of Plato each week.	Name of reading assessment that would be used. This can be an informal assessment.

Programs should attach the supporting documents

Student signature Date Parent/Guardian Signature Date Teacher/Advisor Date

(Per MS 124D.128; Subdivision 3; participation in the program is optional)

Programming Options and Record Keeping Sheet

Student_____

Activity	Date of Implementation	Date of Review	Comments/Outcome/Assessment
Academic and Learning Skill Development			
a) Team discussion			
b) Team conference with student			
c) Development of an individual contract			
d) IEP meeting			
e) 504 Plan			
f) Basic skills assistance			
g) Peer tutoring			
h) Addition of classes			
i) Cooperative learning			
j) Adaptations to curriculum			
k) Flexible grouping			
Support Services			
a) Individual meeting/counseling			
b) Support group			
c) Conflict management			
d) Advisor/Advisee			
e) Peer counseling			
f) Community resources			
g) Other agencies			
h) Other			
Personal/Social Behavior			
a) Personal counseling			
b) Group counseling			
c) Behavior contracts			
d) Specific curriculum			
e) Incentives			
f) Other agency collaboration			
g) Self-concept integrated curriculum			

Activity	Date of Implementation	Date of Review	Comments/Outcome/Assessment
Exploration Activities			
a) Internship			
b) Guest speakers			
c) MCIS			
d) Development of a career plan			
e) Informational interview			
f) Work experience			
g) Field trips			
h) Interest exploration			
i) Job shadowing			
Youth Service			
a) Service learning orientation			
b) Service learning plan			
c) Service learning activities			
d) Career exploration, service careers			
e) Community activities			
Parental Involvement			
a) Parental contact, by telephone			
b) Conference with parent			
c) Home visit			
d) Student/parent contacted in writing			
e) Agency involvement			

Reporting for State Approved Alternative Programs

Procedure 8, Reporting for State-Approved Alternative Programs, can be found at the following website:

http://education.state.mn.us/MDE/SchSup/SchFin/MARSSStuAcc/MARSSRepInst/index.html

Once on this page, click on the MARSS Manual for the PDF file. Procedure 8 is located on page 200 of this PDF file. If links are enabled, you can also click on “MARSS Manual”.

On page 221 is a worksheet that will allow you to do calculations of Independent Study membership hours.

This page will have the most up to date information available.

Minnesota Department of Education

MDE Contacts

ADM Computations, Project-based learning, Membership Reporting
Sharon Peck 651-582-8811

Assessments and Testing
contact the person that serves your area code:
Area codes 218 & 320:
Julie Nielsen-Fuhrmann 651-582-8837

Area codes 507 & 952:
MDE staff, 651-582-8841

Area codes 651 & 763:
Tracy Cerda 651-582-8692

Area code 612:
Jennifer Burton 651-582-8622

Alternative Programs Specialist
Mary Barrie 651-582-8567

Board of Teaching
Karen Balmer 651-582-8888

College, Career Readiness & High School Initiatives
Sally Wherry 651-582-8768

Dropout Prevention
Cammy Lehr 651-582-8563

Educator Licensing
Richard Wassen 651-582-8807

English Language Learners
Leigh Schleicher 651-582-8326

High School Improvement
Angie Johnson 651-582-8478

Language Arts
Charon Tierney 651-582-8643

Math
Susan Wygant 651-582-8581

Migrant Education (Title I School Wide)
Noemi Trevino 651-582-8233

Minnesota Student Survey
Allison Anfinson 651 582-8483

Online Learning
Deborah Proctor 651-582-8328

PSEO
Steve Etheridge 651-582-8771

Reading
Kari Ross 651-582-8455

Science
John Olson 651-582-8673

Service Learning
Michelle Kamenov 651-582-8434

Special Education
Mary.B.Schafer@state.mn.us 651-582-8818

Trades, Industry and Technology
John Rapheal 651-582-8682

Work-based Learning Program
Al Hauge 651-582-8409

SAAP Applicable Minnesota Statutes

123A.05 STATE APPROVED ALTERNATIVE PROGRAM ORGANIZATION.

Subdivision 1.**Governance**.

(a) A district may establish an area learning center, alternative learning program, or contract alternative in accordance with sections 124D.68, subdivision 3, paragraph (d), and 124D.69.

(b) An area learning center is encouraged to cooperate with a service cooperative, an intermediate school district, a local education and employment transitions partnership, public and private secondary and postsecondary institutions, public agencies, businesses, and foundations. Except for a district located in a city of the first class, an area learning center must be established in cooperation with other districts and must serve the geographic area of at least two districts. An area learning center must provide comprehensive educational services to enrolled secondary students throughout the year, including a daytime school within a school or separate site for both high school and middle school level students.

(c) An alternative learning program may serve the students of one or more districts may designate which grades are served, and may make program hours and a calendar optional.

(d) A contract alternative is an alternative learning program operated by a private organization that has contracted with a school district to provide educational services for students under section 124D.68, subdivision 2.

Subdivision 2.**Reserve revenue**.

Each district that is a member of an area learning center or alternative learning program must reserve revenue in an amount equal to the sum of (1) at least 90 percent of the district average general education revenue per pupil unit minus an amount equal to the product of the formula allowance according to section 126C.10, subdivision 2, times .0485, calculated without basic skills revenue and transportation sparsity revenue, times the number of pupil units attending an area learning center or alternative learning program under this section, plus (2) the amount of basic skills revenue generated by pupils attending the area learning center or alternative learning program. The amount of reserved revenue under this subdivision may only be spent on program costs associated with the area learning center or alternative learning program.

Subdivision 3.**Access to services**.

A State Approved Alternative Program shall have access to the district's regular education programs, special education programs, technology facilities, and staff. It may contract with individuals or postsecondary institutions. It shall seek the involvement of community education programs, postsecondary institutions, interagency collaboratives, culturally based organizations, mutual assistance associations, and other community resources, businesses, and other federal, state, and local public agencies.

Subdivision 4.**Nonresident pupils**.

A pupil who does not reside in the district may attend a State Approved Alternative Program without consent of the school board of the district of residence.

History: *1987 c 398 art 8 s 34; 1Sp1995 c 3 art 4 s 20; 1996 c 305 art 1 s 138; 1996 c 412 art 4 s 12; 1Sp1997 c 4 art 2 s 32; 1998 c 397 art 5 s 100,101,104; art 11 s 3; 1998 c 398 art 2 s 33; 1999 c 241 art 2 s 4,5; 1Sp2005 c 5 art 1 s 2; 2009 c 96 art 2 s 29*

123A.06 STATE APPROVED ALTERNATIVE PROGRAMS AND SERVICES.

Subdivision 1.**Program focus**.

(a) The programs and services of a State Approved Alternative Program must focus on academic and learning skills, applied learning opportunities, trade and vocational skills, work-based learning opportunities, work experience, youth service to the community, transition services, and English language and literacy programs for children whose primary language is a language other than English. Applied learning, work-based learning, and service learning may best be developed in collaboration with a local education and transitions partnership, culturally based organizations, mutual assistance associations, or other community resources. In addition to offering programs, the State Approved Alternative Program shall coordinate the use of other available educational services, special education services, social services, health services, and postsecondary institutions in the community and services area.

(b) Consistent with the requirements of sections 121A.40 to 121A.56, a school district may provide an alternative education program for a student who is within the compulsory attendance age under section 120A.20, and who is involved in severe or repeated disciplinary action.

Subdivision 2. **People to be served**.

A State Approved Alternative Program shall provide programs for secondary pupils and adults. A center may also provide programs and services for elementary and secondary pupils who are not attending the State Approved Alternative Program to assist them in being successful in school. A center shall use research-based best practices for serving limited English proficient students and their parents. An individual education plan team may identify a State Approved Alternative Program as an appropriate placement to the extent a State Approved Alternative Program can provide the student with the appropriate special education services described in the student's plan. Pupils eligible to be served are those who qualify under the graduation incentives program in section 124D.68, subdivision 2, those enrolled under section 124D.02, subdivision 2, or those pupils who are eligible to receive special education services under sections 125A.03 to 125A.24, and 125A.65.

Subdivision 3.**Hours of instruction exemption**.

Notwithstanding any law to the contrary, the area learning center programs must be available throughout the entire year.

Subdivision 4.**Granting a diploma**.

Upon successful completion of the area learning center program, a pupil is entitled to receive a high school diploma. The pupil may elect to receive a diploma from either the district of residence or the district in which the area learning center is located.

History: 1987 c 398 art 8 s 35*;* 1988 c 718 art 6 s 15*;* 1993 c 146 art 5 s 16*;* 1Sp1995 c 3 art 4 s 21*;* 1Sp1997 c 4 art 3 s 17*; art 6 s 14;* 1998 c 397 art 5 s 104*; art 11 s 3;* 1998 c 398 art 2 s 34*,35;* 1998 c 398 art 5 s 55*;* 1999 c 241 art 2 s 6*,7;* 1Sp2003 c 9 art 1 s 1*;* 2006 c 263 art 1 s 2*;* 2009 c 96 art 2 s 30

123A.08 STATE APPROVED ALTERNATIVE PROGRAM FUNDING.

Subdivision 1.**Outside sources for resources and services**.

A State Approved Alternative Program may accept:

(1) resources and services from postsecondary institutions serving State Approved Alternative Program pupils;

(2) resources from Workforce Investment Act of 1998, Public Law 105-220 programs, including funding for jobs skills training for various groups and the percentage reserved for education;

(3) resources from the Department of Human Services and county welfare funding;

(4) resources from a local education and employment transitions partnership; or

(5) private resources, foundation grants, gifts, corporate contributions, and other grants.

Subdivision 2. **General education aid**.

Payment of general education aid for nonresident pupils enrolled in area learning centers and alternative learning programs must be made according to section 127A.47, subdivision 7.

Subdivision 3. **Special education revenue**.

Payment of special education revenue for nonresident pupils enrolled in the State Approved Alternative Program must be made according to section 127A.47, subdivision 7.

History: *1987 c 398 art 8 s 37; 1988 c 486 s 78; 1Sp1995 c 3 art 4 s 22; 1998 c 397 art 5 s 104; art 11 s 3; 1998 c 398 art 2 s 37; 2009 c 78 art 2 s 30; 2009 c 96 art 2 s 31*

124D.68 GRADUATION INCENTIVES PROGRAM.

Subdivision 1. **Purpose**.

The legislature finds that it is critical to provide options for children to succeed in school. Therefore, the purpose of this section is to provide incentives for and encourage all Minnesota students who have experienced or are experiencing difficulty in the traditional education system to enroll in alternative programs.

Subdivision 2. **Eligible pupils**.

A pupil under the age of 21 or who meets the requirements of section 120A.20, subdivision 1, paragraph (c), is eligible to participate in the graduation incentives program, if the pupil:

(1) performs substantially below the performance level for pupils of the same age in a locally determined achievement test;

(2) is behind in satisfactorily completing coursework or obtaining credits for graduation;

(3) is pregnant or is a parent;

(4) has been assessed as chemically dependent;

(5) has been excluded or expelled according to sections 121A.40 to 121A.56;

(6) has been referred by a school district for enrollment in an eligible program or a program pursuant to section 124D.69;

(7) is a victim of physical or sexual abuse;

(8) has experienced mental health problems;

(9) has experienced homelessness sometime within six months before requesting a transfer to an eligible program;

(10) speaks English as a second language or has limited English proficiency; or

(11) has withdrawn from school or has been chronically truant; or

(12) is being treated in a hospital in the seven-county metropolitan area for cancer or other life threatening illness or is the sibling of an eligible pupil who is being currently treated, and resides with the pupil's family at least 60 miles beyond the outside boundary of the seven-county metropolitan area.

Subdivision 3.**Eligible programs**.

(a) A pupil who is eligible according to subdivision 2 may enroll in a State Approved Alternative Program under sections 123A.05 to 123A.08.

(b) A pupil who is eligible according to subdivision 2 and who is a high school junior or senior may enroll in postsecondary courses under section 124D.09.

(c) A pupil who is eligible under subdivision 2, may enroll in any public elementary or secondary education program.

(d) A pupil who is eligible under subdivision 2, may enroll in any nonpublic, nonsectarian school that has contracted with the serving school district to provide educational services. However, notwithstanding other provisions of this section, only a pupil who is eligible under subdivision 2, clause (12), may enroll in a contract alternative school that is specifically structured to provide educational services to such a pupil.

(e) A pupil who is between the ages of 16 and 21 may enroll in any adult basic education programs approved under section 124D.52 and operated under the community education program contained in section 124D.19.

Subdivision 4.**Additional eligible program**.

A pupil who is at least 16 years of age, who is eligible under subdivision 2, and who has been enrolled only in a public school, if the pupil has been enrolled in any school, during the year immediately before transferring under this subdivision, may transfer to any nonpublic school that has contracted with the serving school district to provide nonsectarian educational services. The school must enroll every eligible pupil who seeks to transfer to the school under this program subject to available space.

Subdivision 5.**Pupil enrollment**.

(a) Any eligible pupil may apply to enroll in an eligible program. Approval of the resident district is not required for:

(1) an eligible pupil to enroll in any eligible program in a nonresident district under subdivision 3 or 4 or a State Approved Alternative Program established under section 123A.05; or

(2) an eligible pupil under subdivision 2, to enroll in an adult basic education program approved under section 124D.52.

(b) Notwithstanding paragraph (a), a nonresident district must first approve the enrollment application of any eligible pupil who was expelled under section 121A.45 for a reason stated in section 124D.03, subdivision 1, paragraph (b).

Subdivision 6.**Dissemination of information**.

A district must disseminate information, developed by the department, about the graduation incentives program to residents in the district who are under the age of 21.

Subdivision 7.**Desegregation plans**.

Notwithstanding any provision to the contrary, students may not enroll in a nonresident district under this section if their enrollment in another district would result in a violation of a district's desegregation plan, as mandated and approved by the commissioner of education.

Subdivision 8.**Aid adjustments**.

General education aid and transportation aid attributable to a pupil covered by programs under this section must be paid according to sections 127A.47, subdivision 7, and 123B.92, subdivision 3, respectively.

Subdivision 9.**Enrollment verification**.

(a) For a pupil attending an eligible program full time under subdivision 3, paragraph (d), the department must pay 90 percent of the district's average general education revenue less basic skills revenue to the eligible program and ten percent of the district's average general education revenue less basic skills revenue to the contracting district within 30 days after the eligible program verifies enrollment using the form provided by the department. For a pupil attending an eligible program part time, revenue, excluding compensatory revenue, shall be reduced proportionately, according to the amount of time the pupil attends the program, and the payments to the eligible program and the contracting district shall be reduced accordingly. A pupil for whom payment is made according to this section may not be counted by any district for any purpose other than computation of general education revenue. If payment is made for a pupil under this subdivision, a district shall not reimburse a program under section 124D.69 for the same pupil. The basic skills revenue generated by pupils attending the eligible program according to section 126C.10, subdivision 4, shall be paid to the eligible program.

(b) The department must pay up to 100 percent of the revenue to the eligible program if there is an agreement to that effect between the school district and the eligible program.

(c) Notwithstanding paragraphs (a) and (b), for an eligible program that provides chemical treatment services to students, the department must pay 100 percent of the revenue to the eligible program.

Subdivision 10.**Severability**.

If for any reason any portion of this section is found by a court to be unconstitutional, the remaining portions of the section shall remain in effect.

History: *1987 c 398 art 8 s 15; 1988 c 718 art 6 s 12,13; art 7 s 37-40; 1989 c 222 s 30,31; 1989 c 329 art 7 s 8,9; art 9 s 14; 1990 c 562 art 4 s 4-6; 1991 c 265 art 4 s 20-25; 1992 c 363 art 2 s 3; 1992 c 499 art 9 s 12; 1993 c 224 art 4 s 34-37; art 7 s 23; art 9 s 54; 1994 c 488 s 8; 1994 c 647 art 4 s 28-30; 1Sp1995 c 3 art 1 s 51; art 8 s 8; art 16 s 13; 1996 c 412 art 4 s 18-22; 1997 c 7 art 1 s 70; 1Sp1997 c 4 art 2 s 34; art 5 s 18,19; art 6 s 15; 1998 c 397 art 2 s 122-126,164; art 11 s 3; 1998 c 398 art 5 s 55; 1999 c 107 s 66; 1999 c 241 art 1 s 5; 2000 c 489 art 3 s 3; 2000 c 343 s 4; 2003 c 130 s 12; 2004 c 206 s 52; 2004 c 294 art 5 s 9; 2005 c 10 art 1 s 25; 1Sp2005 c 5 art 1 s 11; 2006 c 263 art 1 s 6,7; 2009 c 96 art 2 s 47-50 ; 2000 c 489 art 3 s 3; 2000 c 343 s 4; 2003 c 130 s 12; 2004 c 206 s 52; 2004 c 294 art 5 s 9; 2005 c 10 art 1 s 25; 1Sp2005 c 5 art 1 s 11; 2006 c 263 art 1 s 6,7; 2009 c 96 art 2 s 47-50*

124D.128 LEARNING YEAR PROGRAM TO PROVIDE INSTRUCTION THROUGHOUT YEAR.

Subdivision 1.**Program established**.

A learning year program provides instruction throughout the year on an extended year calendar, extended school day calendar, or both. A pupil may participate in the program and accelerate attainment of grade level requirements or graduation requirements. A learning year program may begin after the close of the regular school year in June. The program may be for students in one or more grade levels from kindergarten through grade 12.

Subdivision 2.**Commissioner designation**.

(a) A State Approved Alternative Program designated by the state must be a site. A State Approved Alternative Program must provide services to students who meet the criteria in section 124D.68 and who are enrolled in:

(1) a district that is served by the State Approved Alternative Program; or

(2) a charter school located within the geographic boundaries of a district that is served by the State Approved Alternative Program.

(b) A school district or charter school may be approved biennially by the state to provide additional instructional programming that results in grade level acceleration. The program must be designed so that students make grade progress during the school year and graduate prior to the students' peers.

(c) To be designated, a district, charter school, or State Approved Alternative Program must demonstrate to the commissioner that it will:

(1) provide a program of instruction that permits pupils to receive instruction throughout the entire year; and

(2) develop and maintain a separate record system that, for purposes of section 126C.05, permits identification of membership attributable to pupils participating in the program. The record system and identification must ensure that the program will not have the effect of increasing the total average daily membership attributable to an individual pupil as a result of a learning year program. The record system must include the date the pupil originally enrolled in a learning year program, the pupil's grade level, the date of each grade promotion, the average daily membership generated in each grade level, the number of credits or standards earned, and the number needed to graduate.

(d) A student who has not completed a school district's graduation requirements may continue to enroll in courses the student must complete in order to graduate until the student satisfies the district's graduation requirements or the student is 21 years old, whichever comes first.

Subdivision 3.**Student planning**.

A district, charter school, or State Approved Alternative Program must inform all pupils and their parents about the learning year program and that participation in the program is optional. A continual learning plan must be developed at least annually for each pupil with the participation of the pupil, parent or guardian, teachers, and other staff; each participant must sign and date the plan. The plan must specify the learning experiences that must occur during the entire fiscal year and are necessary for grade progression or, for secondary students, graduation. The plan must include:

a) the pupil's learning objectives and experiences, including courses or credits the pupil plans to complete each year and, for a secondary pupil, the graduation requirements the student must complete;

b) the assessment measurements used to evaluate a pupil's objectives;

c) requirements for grade level or other appropriate progression; and

d) for pupils generating more than one average daily membership in a given grade, an indication of which objectives were unmet.

The plan may be modified to conform to district schedule changes. The district may not modify the plan if the modification would result in delaying the student's time of graduation.

Subdivision 4.

[Repealed, 2000 c 254 s 51]

Subdivision 5.**Contracts**.

A district may contract with a licensed employee to provide services in a learning year program that are in addition to the services provided according to the master contract of employment for teachers or an equivalent contract for licensed employees who are not teachers. These additional services and compensation, if any, for the services must not become a part of the employee's continuing contract rights under section 122A.40 or 122A.41.

Subdivision 6.**Revenue computation and reporting**.

Aid and levy revenue computations must be based on the total number of hours of education programs for pupils in average daily membership for each fiscal year. Average daily membership shall be computed under section 126C.05, subdivision 15. Hours of participation that occur after the close of the regular instructional year and before July 1 must be attributed to the following fiscal year. For revenue computation purposes, the learning year program shall generate revenue based on the formulas for the fiscal year in which the services are provided. The dates a participating pupil is promoted must be reported in a timely manner to the department.

Subdivision 6a.**Process to address audit findings**.

(a) If, during an audit of a district's learning year program, the commissioner finds that the district is not meeting program requirements, the commissioner must notify the board of that district in writing. The notice must specify the findings in detail, describe the correction required, set a reasonable time during which the findings should be corrected, and advise that general education revenue to the district may be reduced. The commissioner may extend the time allowed for the correction.

(b) A board that receives a notice under paragraph (a) may decide by majority vote of the entire board to dispute that:

(1) the specified finding exists;

(2) the time allowed is reasonable; or

(3) the commissioner should reduce district general education revenue.

The board must give the commissioner written notice of the board's decision within 30 days of receipt of the audit report. After making any further investigations the commissioner deems necessary, the commissioner must decide whether or not to adhere to the commissioner's original notice and must notify the board of the commissioner's decision.

(c) The commissioner may reduce or withhold state general education revenues as the result of an audit. The commissioner may decide not to reduce or withhold state general education revenues if the district corrects the specified finding, or after receiving the district's notice disputing the finding, the commissioner decides the finding does not exist.

Subdivision 7.[Repealed, 1Sp2001 c 6 art 2 s 78]

History: *1989 c 329 art 9 s 5; 1991 c 130 s 37; 1991 c 265 art 7 s 3; 1992 c 499 art 8 s 2; art 12 s 29; 1993 c 224 art 12 s 8; 1Sp1995 c 3 art 16 s 13; 1998 c 397 art 6 s 8-10,124; art 11 s 3; 1998 c 398 art 5 s 55; 2000 c 489 art 10 s 4; 1Sp2001 c 6 art 2 s 29-33; 2007 c 146 art 1 s 2-4; 2009 c 96 art 2 s 43,44*

126C.05 DEFINITION OF PUPIL UNITS.

Subdivision 1.**Pupil unit**.

Pupil units for each Minnesota resident pupil under the age of 21 or who meets the requirements of section 120A.20, subdivision 1, paragraph (c), in average daily membership enrolled in the district of residence, in another district under sections 123A.05 to 123A.08, 124D.03, 124D.08, or 124D.68; in a charter school under section 124D.10; or for whom the resident district pays tuition under section 123A.18, 123A.22, 123A.30, 123A.32, 123A.44, 123A.488, 123B.88, subdivision 4, 124D.04, 124D.05, 125A.03 to 125A.24, 125A.51, or 125A.65, shall be counted according to this subdivision.

a) A prekindergarten pupil with a disability who is enrolled in a program approved by the commissioner and has an individual education plan is counted as the ratio of the number of hours of assessment and education service to 825 times 1.25 with a minimum average daily membership of 0.28, but not more than 1.25 pupil units.

b) A prekindergarten pupil who is assessed but determined not to be disabled is counted as the ratio of the number of hours of assessment service to 825 times 1.25.

c) A kindergarten pupil with a disability who is enrolled in a program approved by the commissioner is counted as the ratio of the number of hours of assessment and education services required in the fiscal year by the pupil's individual education program plan to 875, but not more than one.

d) A kindergarten pupil who is not included in paragraph (c) is counted as .612 pupil units.

e) A pupil who is in any of grades 1 to 3 is counted as 1.115 pupil units for fiscal year 2000 and thereafter.

f) A pupil who is any of grades 4 to 6 is counted as 1.06 pupil units for fiscal year 1995 and thereafter.

g) A pupil who is in any of grades 7 to 12 is counted as 1.3 pupil units.

h) A pupil who is in the postsecondary enrollment options program is counted as 1.3 pupil units.

Subdivision 2.**Foreign exchange pupils**.

Notwithstanding section 124D.02, subdivision 3, or any other law to the contrary, a foreign exchange pupil enrolled in a district under a cultural exchange program registered with the Office of the Secretary of State under section 5A.02 may be counted as a resident pupil for the purposes of this chapter and chapters 120B, 122A, 123A, 123B, 124D, 125A, and 127A, even if the pupil has graduated from high school or the equivalent.

Subdivision 3.**Compensation revenue pupil units**.

Compensation revenue pupil units for fiscal year 1998 and thereafter must be computed according to this subdivision.

a) The compensation revenue concentration percentage for each building in a district equals the product of 100 times the ratio of:

a. the sum of the number of pupils enrolled in the building eligible to receive free lunch plus one-half of the pupils eligible to receive reduced priced lunch on October 1 of the previous fiscal year; to

b. the number of pupils enrolled in the building on October 1 of the previous fiscal year.

b) The compensation revenue pupil weighting factor for a building equals the lesser of one or the quotient obtained by dividing the building's compensation revenue concentration percentage by 80.0.

c) The compensation revenue pupil units for a building equals the product of:

a. the sum of the number of pupils enrolled in the building eligible to receive free lunch and one-half of the pupils eligible to receive reduced priced lunch on October 1 of the previous fiscal year; times

b. the compensation revenue pupil weighting factor for the building; times .60.

d) Notwithstanding paragraphs (a) to (c), for charter schools and contracted alternative programs in the first year of operation, compensation revenue pupil units shall be computed using data for the current fiscal year. If the charter school or contracted alternative program begins operation after October 1, compensatory revenue pupil units shall be computed based on pupils enrolled on an alternate date determined by the commissioner, and the compensation revenue pupil units shall be prorated based on the ratio of the number of days of student instruction to 170 days.

e) The percentages in this subdivision must be based on the count of individual pupils and not on a building average or minimum.

Subdivision 4.[Repealed, 1999 c 159 s 154; 1999 c 241 art 1 s 69]

Subdivision 5.**Adjusted pupil units**.

a) Adjusted pupil units for a district or charter school means the sum of:

a. the number of pupil units served, according to subdivision 7, plus

b. pupil units according to subdivision 1 for whom the district or charter school pays tuition under section 123A.18, 123A.22, 123A.30, 123A.32, 123A.44, 123A.488, 123B.88, subdivision 4, 124D.04, 124D.05, 125A.03 to 125A.24, 125A.51, or 125A.65, minus

c. pupil units according to subdivision 1 for whom the district or charter school receives tuition under section 123A.18, 123A.22, 123A.30, 123A.32, 123A.44, 123A.488, 123B.88, subdivision 4, 124D.04, 124D.05, 125A.03 to 125A.24, 125A.51, or 125A.65.

b) Adjusted marginal cost pupil units means the greater of:

a. the sum of .77 times the pupil units defined in paragraph (a) for the current school year and .23 times the pupil units defined in paragraph (a) for the previous school year; or

b. the number of adjusted pupil units defined in paragraph (a) for the current school year.

Subdivision 6. **Resident pupil units**.

(a) Resident pupil units for a district means the number of pupil units according to subdivision 1 residing in the district.

(b) Resident marginal cost pupil units means the greater of:

a. the sum of .77 times the pupil units defined in paragraph (a) for the current year and .23 times the pupil units defined in paragraph (a) for the previous school year; or

b. the number of resident pupil units defined in paragraph (a) for the current school year.

Subdivision 7. **Pupil units served**.

Pupil units served for a district or charter school means the number of pupil units according to subdivision 1 enrolled in the district or charter school.

Subdivision 8. **Average daily membership**.

(a) Membership for pupils in grades kindergarten through 12 and for prekindergarten pupils with disabilities shall mean the number of pupils on the current roll of the school, counted from the date of entry until withdrawal. The date of withdrawal shall mean the day the pupil permanently leaves the school or the date it is officially known that the pupil has left or has been legally excused. However, a pupil, regardless of age, who has been absent from school for 15 consecutive school days during the regular school year or for five consecutive school days during summer school or intersession classes of flexible school year programs without receiving instruction in the home or hospital shall be dropped from the roll and classified as withdrawn. Nothing in this section shall be construed as waiving the compulsory attendance provisions cited in section 120A.22. Average daily membership equals the sum for all pupils of the number of days of the school year each pupil is enrolled in the district's schools divided by the number of days the schools are in session. Days of summer school or intersession classes of flexible school year programs are only included in the computation of membership for pupils with a disability not appropriately served primarily in the regular classroom. A student must not be counted as more than 1.2 pupils in average daily membership under this section. When the initial total average daily membership exceeds 1.2 for a pupil enrolled in more than one school district during the fiscal year, each district's average daily membership must be reduced proportionately.

(b) A student must not be counted as more than one pupil in average daily membership except for purposes of section 126C.10, subdivision 2a.

Subdivision 9. **Transitional year pupils**.

Notwithstanding subdivision 8, pupils granted transitional year status shall continue to be counted as members on the current roll of the school for the remainder of the school year. For purposes of computing average daily membership, transitional year pupils must be considered to be enrolled every day school is in session for the remainder of the school year.

Subdivision 10. **National Guard pupils**.

Notwithstanding subdivision 8, pupils enrolled in the Minnesota National Guard program shall be construed to be in attendance, for purposes of computing average daily membership, during any period of the regular school year, but not to include summer school, during which the pupil is attending military active duty training pursuant to that program. During that period of military active duty training, the pupil shall earn all aid for the district of residence or attendance which would be otherwise earned by the pupil's presence.

Subdivision 11. **Average daily membership; justifiable cause; strikes excluded**.

Notwithstanding subdivision 8, in cases when school is in session but pupils are prevented from attending for more than 15 consecutive school days during the regular school year or five consecutive school days during summer school or intersession classes of flexible school year programs, because of epidemic, calamity, weather, fuel shortage, or other justifiable cause, the commissioner, upon application, may allow the district to continue to count these pupils in average daily membership. A lawful employees' strike is not a justifiable cause for purposes of this subdivision.

Subdivision 12.

[Repealed, 1Sp2003 c 9 art 9 s 10]

Subdivision 13. **PSEO pupils**.

The average daily membership for a pupil participating in the postsecondary enrollment options program equals the lesser of

(a) 1.00, or

(b) the greater of

(1) .12, or

(2) the ratio of (i) the sum of the number of instructional hours the pupil is enrolled in the secondary school during quarters, trimesters, or semesters during which the pupil participates in PSEO, and hours enrolled in the secondary school during the remainder of the school year, to (ii) the actual number of instructional days in the school year times the length of day in the school.

Subdivision 14.**Computing pupil units for a prior year.**

In computing pupil units for a prior year, the number of pupil units shall be adjusted to reflect any change for the current year in relative weightings by grade level or category of special assistance, any change in measurement from average daily attendance to average daily membership, any change in the limit on average daily membership that can be generated by a pupil for a fiscal year as provided in subdivisions 8 and 15, and any change in school district boundaries, but not for the addition for the first time in the current year of a specified category of special assistance as provided in subdivision 1, clause (4).

Subdivision 15.**Learning year pupil units.**

(a) When a pupil is enrolled in a learning year program under section 124D.128, an area learning center or an alternative learning program approved by the commissioner under sections 123A.05 and 123A.06, or a contract alternative program under section 124D.68, subdivision 3, paragraph (d), or subdivision 3a, for more than 1,020 hours in a school year for a secondary student, more than 935 hours in a school year for

an elementary student, or more than 425 hours in a school year for a kindergarten student without a disability, that pupil may be counted as more than one pupil in average daily membership for purposes of section 126C.10, subdivision 2a. The amount in excess of one pupil must be determined by the ratio of the number of hours of instruction provided to that pupil in excess of:

(i) the greater of 1,020 hours or the number of hours required for a full-time secondary pupil in the district to 1,020 for a secondary pupil;

(ii) the greater of 935 hours or the number of hours required for a full-time elementary pupil in the district to 935 for an elementary pupil in grades 1 through 6; and

(iii) the greater of 425 hours or the number of hours required for a full-time kindergarten student without a disability in the district to 425 for a kindergarten student without a disability. Hours that occur after the close of the instructional year in June shall be attributable to the following fiscal year. A kindergarten student must not be counted as more than 1.2 pupils in average daily membership under this subdivision. A student in grades 1 through 12 must not be counted as more than 1.2 pupils in average daily membership under this subdivision.

(b) (i) To receive general education revenue for a pupil in an area learning center or alternative learning program that has an independent study component, a district must meet the requirements in this paragraph. The district must develop, for the pupil, a continual learning plan consistent with section 124D.128, subdivision 3. Each school district that has an area learning center or alternative learning program must reserve revenue in an amount equal to at least 90 percent of the district average general education revenue per pupil unit, minus an amount equal to the product of the formula allowance according to section 126C.10, subdivision 2, times .0485, calculated without basic skills and transportation sparsity revenue, times the number of pupil units generated by students attending an area learning center or alternative learning program. The amount of reserved revenue available under this subdivision may only be spent for program costs associated with the area learning center or alternative learning program. Basic skills revenue generated according to section 126C.10, subdivision 4, by pupils attending the eligible program must be allocated to the program.

(ii) General education revenue for a pupil in a State Approved Alternative Program without an independent study component must be prorated for a pupil participating for less than a full year, or its equivalent. The district must develop a continual learning plan for the pupil, consistent with section 124D.128, subdivision 3. Each school district that has an area learning center or alternative learning program must reserve revenue in an amount equal to at least 90 percent of the district average general education revenue per pupil unit, minus an amount equal to the product of the formula allowance according to section 126C.10, subdivision 2, times .0485, calculated without basic skills and transportation sparsity revenue, times the number of pupil units generated by students attending an area learning center or alternative learning program. The amount of reserved revenue available under this subdivision may only be spent for program costs associated with the area learning center or alternative learning program. Basic skills revenue generated according to section 126C.10, subdivision 4, by pupils attending the eligible program must be allocated to the program.

(iii) General education revenue for a pupil in a State Approved Alternative Program that has an independent study component must be paid for each hour of teacher contact time and each hour of independent study time completed toward a credit or graduation standards necessary for graduation. Average daily membership for a pupil shall equal the number of hours of teacher contact time and independent study time divided by 1,020.

(iv) For a State Approved Alternative Program having an independent study component, the commissioner shall require a description of the courses in the program, the kinds of independent study involved, the expected learning outcomes of the courses, and the means of measuring student performance against the expected outcomes.

Subdivision 16.**Free and reduced-price lunches**.

The commissioner shall determine the number of children eligible to receive either a free or reduced-price lunch on October 1 each year. Children enrolled in a building on October 1 and determined to be eligible to receive free or reduced-price lunch by December 15 of that school year shall be counted as eligible on October 1 for purposes of subdivision 3. The commissioner may use federal definitions for these purposes and may adjust these definitions as appropriate. The commissioner may adopt reporting guidelines to assure accuracy of data counts and eligibility. Districts shall use any guidelines adopted by the commissioner.

Subdivision 17.**LEP pupil units**.

(a) Limited English proficiency pupil units for fiscal year 2004 and thereafter shall be determined according to this subdivision.

(b) The limited English proficiency concentration percentage for a district equals the product of 100 times the ratio of:

(1) the number of eligible pupils of limited English proficiency in average daily membership enrolled in the district during the current fiscal year; to

(2) the number of pupils in average daily membership enrolled in the district.

(c) The limited English proficiency pupil units for each eligible pupil of limited English proficiency in average daily membership equals the lesser of one or the quotient obtained by dividing the limited English proficiency concentration percentage for the pupil's district of enrollment by 11.5.

(d) Limited English proficiency pupil units shall be counted by the district of enrollment.

(e) Notwithstanding paragraph (d), for the purposes of this subdivision, pupils enrolled in a cooperative or intermediate school district shall be counted by the district of residence.

(f) For the purposes of this subdivision, the terms defined in section 124D.59 have the same meaning.

Subdivision 18. **Pupil adjustment for closed charter schools and contracted alternative programs**.

For a charter school or contracted alternative program operating during the prior school year but ceasing operations before the end of the current school year, prior year pupil data used in computing revenues for the current school year shall be prorated based on the number of days of student instruction in the current school year to 170.

Subdivision 19. **Online learning students**.

(a) The average daily membership for a public school pupil generating online learning average daily membership according to section 124D.095, subdivision 8, paragraph (b), equals the sum of:

(1) the ratio of the sum of the number of instructional hours the pupil is enrolled in a regular classroom setting at the enrolling school to the actual number of instructional hours in the school year at the enrolling school, plus

(2) .12 times the initial online learning average daily membership according to section 124D.095, subdivision 8, paragraph (b).

(b) When the sum of the average daily membership under paragraph (a) and the adjusted online learning average daily membership under section 124D.095, subdivision 8, paragraph (b), exceeds the maximum allowed for the student under subdivision 8 or 15, as applicable, the average daily membership under paragraph (a) shall be reduced by the excess over the maximum, but shall not be reduced below .12. The adjusted online learning average daily membership according to section 124D.095, subdivision 8, paragraph (b), shall be reduced by any remaining excess over the maximum.

Subdivision 20. **Project-based average daily membership**.

(a) Project-based is an instructional program where students complete coursework for credit at an individual pace that is primarily student-led and may be completed on site, in the community, or online. A project-based program may be made available to all or designated students and grades in a school. To receive general education revenue for a pupil enrolled in a public school with a project-based program, a school must meet the requirements in this paragraph. The school must:

(1) apply and receive approval from the commissioner as a project-based program at least 90 days prior to starting the program;

(2) provide a minimum teacher contact of no less than one hour per week per project-based credit for each pupil;

(3) ensure that the program will not increase the total average daily membership generated by the student and that there will be the expectation that the students will be making typical progression towards high school graduation;

(4) maintain a record system that shows when each credit or portion thereof was reported for membership for each pupil; and

(5) report pupil membership consistent with paragraph (b).

(b) The commissioner must develop a formula for reporting pupil membership to compute average daily membership for each approved project-based program. Average daily membership for a pupil in an approved project-based program is the lesser of:

(1) 1.0; or

(2) the ratio of (i) the number of membership hours generated by project-based credits completed during the school year plus membership hours generated by credits completed in a seat-based setting to (ii) the annual required instructional hours at that grade level. Membership hours for a partially completed project-based credit must be prorated. General education revenue for a pupil in a project-based program must be prorated for a pupil participating for less than a full year, or its equivalent.

(c) For a program that has not been approved by the commissioner for project-based learning but an auditor or other site visit deems that any portion or credits awarded by the school are project-based, student membership must be computed according to paragraph (b).

History:*Ex1959 c 71 art 5 s 17; Ex1961 c 77 s 1; 1969 c 736 s 1; 1969 c 1085 s 3; 1971 c 829 s 1; Ex1971 c 31 art 20 s 2; 1973 c 683 s 4; 1974 c 521 s 18-20; 1975 c 432 s 21,22; 1976 c 2 s 59; 1976 c 271 s 42,43; 1977 c 447 art 1 s 4-6; 1978 c 764 s 40-43; 1979 c 50 s 13; 1979 c 334 art 1 s 5; 1981 c 358 art 1 s 13-16; 1982 c 548 art 3 s 6; 1983 c 314 art 3 s 2; 1985 c 248 s 69; 1Sp1985 c 12 art 1 s 5,6; 1986 c 444; 1Sp1986 c 1 art 9 s 2; 1987 c 398 art 1 s 2; art 3 s 16; 1988 c 486 s 24,25; 1988 c 718 art 3 s 2; art 6 s 6; 1989 c 209 art 2 s 1; 1990 c 562 art 1 s 1; 1991 c 130 s 37; 1991 c 265 art 1 s 4-7; art 3 s 38; art 9 s 42; 1992 c 499 art 12 s 29; 1993 c 224 art 1 s 2; art 9 s 28,29; art 13 s 35; 1994 c 647 art 1 s 6; art 9 s 7; 1995 c 212 art 4 s 64; 1Sp1995 c 3 art 1 s 8-11; art 14 s 4; 1996 c 412 art 1 s 7,8,35; art 4 s 6; art 14 s 2; 1997 c 1 s 3; 1997 c 162 art 2 s 15; 1Sp1997 c 4 art 1 s 12-14; art 2 s 3; 1998 c 397 art 7 s 21-28,164; art 11 s 3; 1998 c 398 art 1 s 6-8; art 2 s 24; 1999 c 241 art 1 s 8-12,55; 2000 c 489 art 2 s 12,13; 1Sp2001 c 6 art 1 s 14; art 2 s 56,57; 2002 c 220 art 3 s 4; 1Sp2003 c 9 art 1 s 15-19; art 2 s 36; 2005 c 56 s 1; 1Sp2005 c 5 art 1 s 15; 2006 c 263 art 1 s 8; 2007 c 146 art 1 s 5,25; art 11 s 16; 2009 c 96 art 1 s 9; art 2 s 56,57*

Additional Statutes Pertaining to State Approved Alternative Programs

Aid for Alternative Programs provided under contract; view Minnesota Statutes 124D.69 (http://www.revisor.leg.state.mn.us/stats/124D/69.html).

Area Learning Center as a Resource for Other Programs; view Minnesota Statutes 123A.07 (http://www.revisor.leg.state.mn.us/stats/123A/07.html).

Alternative Education services for students who are expelled or suspended (Subdivision 11); view Minnesota Statutes 121A.41 (http://www.revisor.leg.state.mn.us/stats/121A/41.html).

Average daily membership (Subdivision 8); view Minnesota Statutes 126C.05 (http://www.revisor.leg.state.mn.us/stats/126C/05.html).

Extended time revenue (Subdivision 2a); view Minnesota Statutes 126C.10 (http://www.revisor.leg.state.mn.us/stats/126C/10.html).

Payments to resident and nonresident districts; view Minnesota Statutes 127A.47 (http://www.revisor.leg.state.mn.us/stats/127A/47.html).

Designating and Approving a Center; view Minnesota Statutes 123A.09 (http://www.revisor.leg.state.mn.us/stats/123A/09.html).

Prohibiting an expelled or excluded pupil from enrollment; view Minnesota Statutes 121A.55 (http://www.revisor.leg.state.mn.us/stats/121A/55.html).

Education and employment transitions partnerships (Subdivision 14); view Minnesota Statutes 124D.49 (http://www.revisor.leg.state.mn.us/stats/124D/49.html).

Grants for treatment of high-risk youth (Subdivision 3); view Minnesota Statutes 254A.14 (http://www.revisor.leg.state.mn.us/stats/254A/14.html).

Child Labor Laws for students attending ALC's; view Minnesota Statutes 181A.04 (http://www.revisor.leg.state.mn.us/stats/181A/04.html).

Teacher Licensure in alternative programs (Subdivision 10b); view Minnesota Statutes 122A.09 (http://www.revisor.leg.state.mn.us/stats/122A/09.html).

Lease of Building or Land, Capital Levies, view Minnesota Statutes 126C.40 (http://www.revisor.leg.state.mn.us/stats/126C/40.html).

Payments to resident and nonresident districts, view Minnesota Statutes 127A.47 (http://www.revisor.leg.state.mn.us/stats/127A/47.html).

Transportation; view Minnesota Statutes 123B.92 (http://www.revisor.leg.state.mn.us/stats/123B/92.html) and; view Minnesota Statutes 123B.88 (http://www.revisor.leg.state.mn.us/stats/123B/88.html).

General student accounting; view Minnesota Statutes 126C.05 (http://www.revisor.leg.state.mn.us/stats/126C/05.html).

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