



**Learning Year Programs
Guidebook For Member Districts'**

ALC Satellites on Site (9-12)

SatelliteServices@hved.org

and

ALC Targeted Services on Site (K-8)

TargetedServices@hved.org

2016-2017

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27, 30, 31 = coming soon

2016 Minnesota Statutes

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.

Subd. 2. Eligible pupils.

(a) 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 is an English learner; 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(11) has withdrawn from school or has been chronically truant; or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.

(b) For the 2016-2017 school year only, a pupil otherwise qualifying under paragraph (a) who is at least 21 years of age and not yet 22 years of age, is an English learner with an interrupted formal education according to section [124D.59, subdivision 2a](#), and was in an early middle college program during the previous school year is eligible to participate in the graduation incentives program under section [124D.68](#) and in concurrent enrollment courses offered under section [124D.09, subdivision 10](#), and is funded in the same manner as other pupils under this section.

REVENUE GENERATED to Date in 2016-2017

TS and ALC Satellites in June, July, August data submitted to HVED as of October 19, 2016

2016-2017 Summer Program	Number of Students	Number of Membership Hours	Number of Attendance Hours	Number of Staff Tchr/Para	ALC \$ Revenue Generated	ALC \$ Expense Paid
Caledonia ES						12,217.5
Caledonia MS	24	896	840			2,932.5
Caledonia 8 s/b 9 th	-6	-224	-200			
	18	872	640			1710?
Caledonia HS						
Chatfield ES	39	816	672			2,887.5
Chatfield MS	Combined K-8					
Chatfield HS (ALP)	Started their own ALP in the Summer of 2016					
Dover-Eyota ES	36	2212	1823			3,960
Dover-Eyota MS						
Dover-Eyota HS (Sat)	40	2880	2638			9667.50
Houston	NA due to bussing					
La C-H ES	64	2428	2298			10,057.5
La C-H MS	29	1560	1233			8,317.5
La C-H 8 s/b 9	-19	-1077	-655			
La C-HHS						3,138.75?
Lanesboro	NA due to student numbers					
Lewiston-Altura ES	35	350	350			10,020
Lewiston-Altura MS	15	900	826			3,600
Lewiston-Altura HS						
Mabel-Canton	14	417	417			1,725
PEM ES Gr 1-5	90	6480	4718			26,493.75
PEM MS						
PEM HS			4,470?			
R-P K-8	61	5900	5094			
R-P 8 s/b 9	-2	-210	-195			
	59	5690	4899			
R-P HS (J/J)						
Spring Grove						5,355
St Charles ES	68	1836	1632	6390		
St Charles MS						
St Charles HS						
Wabasha-Kellogg	15	480	332			4,582.5
Total HVED-wide						
Students Served						
Student Memb						
Student Atten						
Student Revenue Earned	Combined TS and Satellite Revenue in June – August					\$TBD
Staff Expense Paid	Combined TS and Satellite Expenses in June – August					\$149,010.00

Unrestricted Revenue Generated for Grades K-6 Targeted Services:

GER: \$5,117 (SFY 2015-2016 and 2016-2017) is the revenue limit for Targeted Services students

935 hours (K-6) x .2 = 187 maximum additional hours of revenue earned.

$\$5,117 \times .2 = \$1,023.40$ maximum revenue per student up to a .2 ADM cap per learning year

$\$1,023.40 / 187 = \5.47 earned per student per membership hour

(The teacher/student ratio: the student generates \$5.47 per hour of programming in K-6)

For K- 6 students: There is a maximum of 187 hours (representing the .2) to be shared between any Districts for any Targeted Services programing per student per school year. This information must be included in the JMC MARSS record Referral Process.

For District staffing purposes: $\$1,023.40 / 187 = \5.47 earned per student, per membership hour. In order to balance your budget, the number of students served should generate the revenue to cover the staffing expenses. Other approved program expenses will only be considered an option if your expense ratio is less than 80% of total revenue. The remaining 20% of program revenue will be used for your own program variances.

Unrestricted Revenue Generated for Grades 7-8 Targeted Services:

1.2 secondary weighted rate x .2 additional revenue cap = .24 ADM

GER: \$5,117 (SFY 2015-2016 and 2016-2017) is the revenue limit for Targeted Services students

1,020 (core hours) x .2 (cap) = 204 maximum hours of revenue possible for the .2 cap

1,020 (core hours) + 204 (.2 cap) = 1,224 maximum reimbursable hours of education

$\$5,117$ (GER) x .24 PUN = \$1,228.08 maximum revenue per student including the .2 ADM cap per learning year

$\$1,228.08$ (maximum revenue per student) / 204 (maximum number of hours) = \$6.02 earned per student per membership hour during core and extended learning year

For 7 and 8 grade students: There is a maximum of 204 hours (representing the .2) to be shared between any Districts for any Targeted Services programing per student per school year. This information must be included in the JMC MARSS record Referral Process.

For staffing purposes: $\$1,228.08 / 204 = \6.02 earned per student, per membership hour. In order to balance your budget, the number of students served MUST generate the revenue to cover the staffing expenses. Other program expenses (field trips, supplies, etc.) will only be consider an option if your expense ratio is less than 80% of total revenue. The remaining 20% of program revenue will be used for HVED administration and program variances.

Unrestricted Revenue Generated for Grades 9-12 ALC core school day:

FYI the GER: \$5,948.00 (SFY 2015-2016) and \$6,067.00 (SFY 2016-2017) is the revenue earned for 1.0 all students.

Note: In all categories students must generate a full 1.0 ADM in the Core School Year with each District before they are eligible to capture the additional .2 funding in the ALC programming with HVED.

Unrestricted Revenue Generated for Grades 9-12 ALC Night School, Summer School, and Satellites:

GER: $\$5,117 \times .24 = \$1,228.08$ maximum revenue per student up to a .2 ADM cap per learning year

$1,020 \text{ hours (9-12)} \times .20 = 204$ maximum additional hours of revenue earned

Note: Students in grades 9-12 generate a weighted ADM of 1.2.

For 9 - 12 grade students: There is a maximum of 204 hours (representing the .2) to be shared between any Districts for any Targeted Services programing per student per school year. This information must be included in the JMC MARSS record Referral Process.

For staffing purposes: $\$1,228.08 / 204 = \6.02 earned per student, per membership hour. In order to balance your budget, the number of students served MUST generate the revenue to cover the staffing expenses. Other program expenses (field trips, supplies, etc.) will only be considered an option if your expense ratio is less than 80% of total revenue. The remaining 20% of program revenue will be used for HVED administration and program variances.

On July 31 of any fiscal year the HVED Targeted Services and ALC Satellite reimbursement requests will close for the prior fiscal year. Any remaining reimbursement requests from the prior fiscal year will be the responsibility of the member school district.

Budget Lessons Learned in 2015-2016

1. **Note from MDE:** The Legislature, MDE, and the Governor's office is looking at Targeted Services to verify that schools are using the funding correctly. The state almost cut the funding for Learning Year Programs two years ago.
2. Any student attending Targeted Services, ALC night school, ALC summer school, or ALC satellite is officially enrolled in HVED for the hours enrolled in the program. HVED's student information system is JMC. All student information will be entered and updated to keep information current.
3. Targeted Services must be offered throughout the 12-month learning year which runs from June 1 (or after the core school year dismisses) to May 31 of the following year. It is not allowable to combine all programming into a summer school option only. Therefore, beginning in 2016-2017, a Member District must offer programming during the school year in order to be eligible to offer programming during the summer months.
4. In Targeted Services in 2015-2016, based on the MARSS report, approximately 57 students enrolled were over the .2 for revenue. Meaning, although those students may have needed the services and continued to attend the program, those students no longer generated revenue for the program. As long as there are enough revenue-generating students in attendance, the program will still operate in the black.
5. When the Member District calendar is set before the year begins, Districts have to *plan* to have at least 1020 hours (for secondary students). But, if there are emergency closings that aren't made up, they may fall below 1020 hours. For the calculation of ADMs, MDE refers to this as a "short" year. The result is that the District will generate a full 1.0 of GER for all students. Because the students do not generate a full 1.0 ADM, the time they spend in Targeted Services and ALC will be used to fill the 1.0 ADM and students may not be able to capture the full .2 ADM. This could be a significant loss of revenue to the Learning Year Programs. The HVED MARSS Student Error Report will highlight the discrepancy in revenue. Districts need to be aware of this.

"The traditional school will generate 1.0 ADM for a 'short' year but the ALC's ADM will be negatively impacted. The extended time ADM at the State Approved Alternative Program (SAAP) will be reduced to make up for the short year at the traditional school."

Sharon Peck, MDE

6. Targeted Services and Satellite ALC students who end the core school year in a grade level and are not going to be retained, need to be moved up to the next grade level for the start of summer school.

This is especially important for 8th graders enrolled in Targeted Services because 8th graders transition from Targeted Services to ALC Satellites in the summer after completing their 8th grade core year.

PROGRAM REQUIREMENTS beginning with the 2016-2017 school year effective October, 2016 cont.

HVED will create a course beginning in the summer of 2017 to offer assistance in reading, math, and social skills designed for all at-risk students to transition from 8th to 9th grade. This will be an elective course credit taught within the Satellite ALC program.

7. A student is not able to carry over the potential annual .2 funding from year to year.

For an elementary example, if a third grade student is behind grade level in reading, but does not attend Targeted Services to bring his/her reading skill up to grade level, the funding is lost for that year.

For a secondary example, if a high school freshman loses three credits during his/her first year of high school, but does not attend ALC night school, summer school, or a satellite program to make up those lost credits, the funding is lost for that year. And if the same student comes to ALC night school, summer school, or a satellite program after their junior year to make up the lost credits from previous years, the school can only capture the .2 for that junior year, and has lost access to the .2 of the freshman and .2 of the sophomore year.

Budget Corrections Made for 2016-2017

1. Any remaining ALC Learning Year Programming funds after expenses will carry over into a reserve account in UFARS.
2. Teacher/Para/Student staffing ratio for budgetary purposes is calculated using the formulas as listed in the **Revenue Generated** section of this Guidebook.
3. Program costs may include: supplies and materials with appropriate support services like secretarial and other related personnel.
4. Program costs may not include: food, room rental, custodial services, or utilities used in general operation of the building.
5. Each Member District is reimbursed for actual program expenses. These program expenses are currently limited to staffing (teachers and paras) and instructional supplies used in the program.
6. Program budgets for approved programs will need to meet the 80/20 ratio to be approved. This will create a budgetary cushion of 10% which will be retained in the budget for programming expenses. We suggest that you keep a budget with the same 80/20 ratio as a guideline for keeping your program solvent.
7. **Starting in 2016-2017 HVED will be reimbursing each District for Targeted Services and ALC Satellites based on student membership.** This is MDE's recommendation. Positive program balances will be retained in an HVED reserved fund balance for future programming needs.
8. Although HVED is requiring an 80% budget ratio to approve the program, this is only to be sure there is a cushion for program finances as we transition to our new financing structure. Minnesota state statute allows for 10% of the budget to be reserved for administrative services (§127A.47 Subd 7 (h)). The remaining 90% will cover student program costs including staffing, JMC, Odesseyware, and program supplies. In the future the goal is to use reserved funds to cover fieldtrips, etc.
9. Statute requires no more than 10% of revenue be used for program administration. Dover-Eyota is the fiscal host for the GER earned by Targeted Services and Satellite students. For this service, Dover-Eyota receives a 2.5% fee. If there is a remaining balance, up to 7.5% will be used for HVED program administration. Districts will not be allowed to charge for room rental, food, custodial or other hosting costs.
10. Districts receive General Education Revenue (GER) in the order of: online, district, ALC. HVED will capture the GER for students enrolled in ALC Satellite and Targeted Services.

Member District Reimbursement for Staffing Costs

1. MDE recommends that we have two options for reimbursement to our Member Districts:
 - a. MDE prefers that HVED enter into a contract with each Member District. The maximum HVED will reimburse the Member District is 80% of actual revenue generated based on monthly student membership hours. Should expenses exceed the revenue threshold for a viable program, the Member District will be responsible for the budget shortfall. The budget submission indicates an allowance of 80% as a budget target.

For example:

Student A: \$5.00 per hour revenue

 X two hours of programming
\$10.00 of revenue generated
 X 80% (maximum reimbursement)
\$ 8.00 reimbursement to Member District

Teacher A: \$40.00 per hour expense (based on Member District EA contract)

 X two hours of programming
\$80.00 of expense generated (plus fringe benefits of approximately 16%)
 - 8.00 of reimbursement from HVED
\$72.00 Member District responsibility (plus fringe benefits of approximately 16%)

- b. Enter into a purchase of service agreement with each Member District to purchase the service of teachers and paras in our Targeted Services and ALC Satellite programs at the flat rate of \$30.00 per hour for teachers and \$15.00 per hour for paraprofessionals according to the Hiawatha Valley Education Association Memorandum of Understanding (MOU). Should expenses exceed the revenue threshold for a viable program, the Member District will be responsible for the budget shortfall.

For example:

Student A: \$5.00 per hour revenue

 X two hours of programming
\$10.00 of revenue generated
 X 80% (maximum reimbursement)
\$ 8.00 reimbursement to Member District

Teacher A: \$30.00 per hour expense (based on Member District EA contract)

 X two hours of programming
\$60.00 of expense generated (plus fringe benefits of approximately 16%)
 - 8.00 of reimbursement from HVED
\$52.00 Member District responsibility (plus fringe benefits of approximately 16%)

PROGRAM REQUIREMENTS beginning with the 2016-2017 school year effective October, 2016

Student Attendance Affects Membership and Membership Affects Revenue

ALC Targeted Services and Satellite Programming continuous membership requires students to miss no more than five (5) consecutive scheduled TS or Satellite days (after the 5th consecutive absence, the student enrollment must be dropped). If the student is in attendance on the 6th day, you must re-enroll the student.

Each District is responsible for entering student attendance and membership in JMC. Starting in September, 2016, the use of JMC will replace the spreadsheets for recording student attendance. HVED will claim the full membership even if student attendance is less than the maximum hours for membership. HVED must be notified if students are to be dropped or re-enrolled. (Andy is requesting JMC feature for automatic notification?)

“The HVED Way” ALC Programming Basics

1. ALL STATE APPROVED ALTERNATIVE PROGRAMS (ALC) Programs are Learning Year Programs (LYPs) which have a fiscal year of June 1 to May 31. Yes, this is one month off cycle of the regular school district fiscal calendars of July 1 to June 30. All LYPs need to provide services throughout the school year and in the summer. This is necessary because if a member district chooses to run just a summer program and HVED is audited, MDE will require HVED to return the funding and HVED will invoice the member district for returned funding. Starting in the 2016-2017 school year, a member district will be expected to run a school year program to earn the option of running a 2017 Summer Program.
2. HVED must maintain control of the Targeted Services and ALC Satellite programming and budgets. MDE will audit HVED for programming and use of revenue and expenditures.
3. Only ALCs can provide the Targeted Services program for member Districts. HVED must retain program management as they are the responsible institution.
4. A Member District may establish an Area Learning Program (ALP) for secondary students to address the learning needs of their own at-risk students, but not for students outside of their district and not for students K-8 in or out of their district.
5. All students in an ALC Satellite or Targeted Services program must have a Continuous Learning Plan (CLP) updated annually. The CLP should be entered into JMC along with attendance and membership information replacing the need to keep paper copies of CLPs and MARSS Student Data Sheets (MSDS). The current HVED Targeted Services CLP is available at <https://www.hved.org/documents/ts/CLP1617.pdf> this link goes to the old CLP and we should have two versions a link for the Targeted Services CLP and a link for the ALC Satellite CLP.
6. ALC Satellite transcript courses will be listed as HVED courses and it will be the Member Districts responsibility to accept the credit into their program.
7. Student data edits will be occurring regularly throughout the learning year (June 1 – May 31). HVED recommends that all school year programming ends by May 15. The final edit to students' extended hours during the core school year will be considered to be final by HVED on May 31. HVED recommends that all summer programming ends by August 15. The summer edit to students' extended hours during the summer will

be considered final by HVED on August 31. The September deadline for an HVED MARSS edit is important because it should eliminate last location warnings in the member districts MARSS reports.

8. Students are eligible for re-enrollment if they have not maximized their annual membership. Students are allowed to re-enroll if they have not met their program goals even if they do not generate any program revenue. The District will need to monitor students' eligibility to generate funds. It is necessary for program sustainability that sufficient revenue-generating students cover the loss of revenue by non-revenue-generating students. Any program revenue shortage will be paid by the member district.

“The HVED Way” ALC Expectations

1. The purpose of TS and ALC Satellites is to progress student learning to grade level mastery. Students who are behind grade level or missing skill sets in math, reading, and social-emotional skills must be provided a learning environment that actually accelerates their learning. It is important to enroll the students who need help and identify then remove any barriers that prevent students from getting the help they need.
2. All students must meet qualifying criteria for enrollment. (see page XX)
3. All teachers in a Targeted Services program must be appropriately licensed.
4. Targeted Services **CANNOT** be used as homework help.
5. HVED will use FastBridge to progress monitor students in math, reading, and social-emotional skills. FastBridge is provided by HVED to the Member Districts.
6. HVED recommends the use of Odysseyware which is a digital curriculum that teachers have access to use for classroom purposes with no effect on student count used within HVED member districts. Odysseyware is a program collaboratively purchased by HVED and the Member Districts.
7. HVED will use JMC for MARSS enrollment and membership, student attendance, student behavior, and student grading and reporting. HVED will retain control of the database. Each District program will have a separate designation under the HVED Targeted Services or HVED ALC Satellite umbrella.
8. An HVED email account has been set up to address any questions regarding ALC Learning Year Programming for ALC Targeted Services s at TargetedServices@hved.org and for ALC Satellites at SatelliteServices@hved.org.
9. In 2016-2017 to evaluate the program's accountability, HVED will be hosting a Fall (November) and Spring (March) meeting for member district Business Managers, Superintendents, and program administrators as an agenda item in conjunction with the regularly scheduled Superintendents' Advisory Council meetings.
10. In 2016-2017 the ALC Satellite and Targeted Services programming may appear on the Principals' Advisory Council meeting to showcase programming that is proving (per student data) to be effective. The goal is to replicate effective programming throughout HVED.
11. Although we will be able to identify program revenue and expenses, any budget overage will be kept in a pool for use within the Targeted Services program.

12. Licensed District Administrators, Teachers, Paras and/or Secretaries need to be trained on the use of JMC for program attendance and uploading CLP forms. Employees (IT, Business Managers, Teachers, Licensed District Administrators) will be trained on how to calculate membership hours when using HVED JMC.

13. For River Valley Academy ALC students, HVED will keep two enrollment records—one for summer school and one for the school year. Because having two records per year is a visual reminder of the enrollments in MARSS. It allows for cleaner MARSS and a tighter referral system. HVED will keep a summer school record and a school year record.

ALC Program Rules and Regulations based on MN Statute

1. MS 123A.06 STATE-APPROVED ALTERNATIVE PROGRAMS AND SERVICES

<https://www.revisor.mn.gov/statutes/?id=123A.06>

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.

Subd. 2. **People to be served.**

A state-approved alternative program shall provide programs for secondary pupils. 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 English learners and their parents, taking into account the variations in students' backgrounds and needs and the amount of time and the staff resources necessary for students to overcome gaps in their education and to develop English proficiency and work-related skills. An individualized education program 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](#).

Subd. 3. **Hours of instruction exemption.**

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

Subd. 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 or the intermediate district or educational cooperative responsible for the area learning center program.

2. MS 124D.68 GRADUATION INCENTIVES PROGRAM

<https://www.revisor.mn.gov/statutes/?id=124D.68>

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.

Subd. 2. Eligible pupils.

(a) 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 is an English learner; 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.

(b) For the 2016-2017 school year only, a pupil otherwise qualifying under paragraph (a) who is at least 21 years of age and not yet 22 years of age, is an English learner with an interrupted formal education according to section [124D.59, subdivision 2a](#), and was in an early middle college program during the previous school year is eligible to participate in the graduation incentives program under section [124D.68](#) and in concurrent enrollment courses offered under section [124D.09, subdivision 10](#), and is funded in the same manner as other pupils under this section.

3. **MS 124D.128 LEARNING YEAR PROGRAM TO PROVIDE INSTRUCTION THROUGHOUT YEAR**

<https://www.revisor.mn.gov/statutes/?id=124D.128>

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.

4. **MS 124D.128 LEARNING YEAR PROGRAM TO PROVIDE INSTRUCTION THROUGHOUT YEAR**

<https://www.revisor.mn.gov/statutes/?id=124D.128>

Subd. 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.

5. **MS 124D.128 LEARNING YEAR PROGRAM TO PROVIDE INSTRUCTION THROUGHOUT YEAR**

<https://www.revisor.mn.gov/statutes/?id=124D.128>

Subd. 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](#).

6. **MS 127A.47 Subd 7 (h). For the 90/10 Education District Using a Fiscal Agent School District (Dover-Eyota)**

<https://www.revisor.mn.gov/statutes/?id=127A.47>

Subd 7 (h) An area learning center operated by a service cooperative, intermediate district, education district, or a joint powers cooperative may elect through the action of the constituent boards to charge the resident district tuition for pupils rather than to have the general education revenue paid to a fiscal agent school district. Except as provided in paragraph (f), the district of residence must pay tuition equal to at least 90 and no more than 100 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 .0466, calculated without compensatory revenue, local optional revenue, and transportation sparsity revenue, times the number of pupil units for pupils attending the area learning center.

ROLES AND RESPONSIBILITIES

Note: all employment is based on student need and student attendance. The budget is set on expected number of students served. If those students do not attend, the staffing is never initiated or if it is initiated, the staffing is eliminated as numbers decline.

Member District's Licensed Administrator: Enter program information and budget in HVED Process Maker (found on the FORMS tab on the HVED website at www.hved.org) for program approval by HVED Learning Year Program Administrator and Committee. If the budget is approved, the budget will route to: District Licensed Administrator, District Business Manager, HVED Business Manager, HVED MARSS Coordinator, HVED Executive Director, and HVED IT Coordinator. If the budget is not approved, the budget will be returned with rationale and an opportunity to re-submit. Budget modifications will need to be made and the budget may be re-submitted for approval. **The program cannot begin until approval is granted.**

HVED Process Maker will route the approved budget to the District Business Manager for information needed for the HVED and Member District *Agreement to Purchase Education Services* (using the flat rate) or *Agreement to Reimburse for Student Membership* (using Member District CBA) for ALC Learning Year and to the HVED Targeted Services or the Satellite Services email group for monitoring.

HVED Board of Directors and Member District will enter into an *Agreement to Purchase Education Services* (using the flat rate) or an *Agreement to Reimburse for Student Membership* (using Member District CBA) for the learning year. The HVED Executive Director, HVED Business Manager and HVED MARSS Coordinator will create the documents. The HVED Board of Directors will approve recommended contracts as they are completed for the 2016-2017 school year and in April for the following learning year.

After the *Agreements* are created, only the District Superintendent or designee as Licensed Administrator will recommend for hire the approved positions. Both *Agreements* for staff members are based on student enrollment. This means the phrase "based on student enrollment" must appear on any employment paperwork. The teachers or paras will not be scheduled to work if the student attendance and membership cannot support the staffing. The program will cease to operate if the revenue generated does not support the staffing unless the Member District agrees to continue the program at their own cost. The licensed program administrators at HVED and at the District level will be expected to collaboratively manage the program and staffing based on this information.

Member District's Business Manager: will bill HVED monthly based on the *Agreement*. The staff timesheet and the student membership must reflect a positive balance each pay period or program staffing adjustments may be required, unless the District is willing to take the additional costs required from other sources of revenue. If the program is operating in deficit spending, the Member District is responsible for the shortfall.

The District has two options for collecting payroll information for billing HVED:

1. Use the District's current timesheet system which will require your district to provide HVED with the appropriate information for program monitoring and payment.
2. Use HVED's electronic timesheet system to collect teacher and paraprofessional payroll information for importing directly into SMART Finance. HVED's electronic timesheet system will also collect student membership information to balance revenue and expenses at a glance for each payroll period. The system will automatically route information to the District Business Manager for monthly billing and to the HVED MARSS Coordinator for monitoring.

HVED MARSS Coordinator: Create a calendar in HVED JMC based on the approved budget and program. HVED must follow the Region 5 MARSS submission schedule. In MARSS, for summer programming, ALC/TS students belong to HVED from the end of the calendar school year (ex. June 8) through the end of the summer (ex. August 31). In MARSS for core school year programming, ALC/TS students' membership hours will be claimed by HVED from the end of the school day (ex. 4 PM to 8 PM).

The HVED MARSS Coordinator will review attendance weekly to determine if students meet the threshold for dropping membership and if the student has reached their individual maximum number of instructional hours. At this point, the HVED MARSS Coordinator will notify the program administrators to make appropriate adjustments to student enrollment or staffing schedules.

HVED Office and Program Assistant: Based on the Member Districts' approved budget and program, the Member District will submit to HVED's Office and Program Assistant a District, building, grade level, classroom, and teacher roster of students to be entered into HVED JMC. The Member District will submit a report from your student information system with the student's name, MARSS number, grade level, date of birth, gender, ethnic category, FR status, start date, and projected end date. [Insert link to most recently used as an electronic TS enrollment form \(see Andy\) on website](#). Notification must be provided by the Member District to HVED MARSS Coordinator as students need to be added and dropped by emailing TargetedServices@hved.org and for the Satellite Program to SatelliteServices@hved.org

Member District's Teacher: Record student attendance daily based on the student roster in HVED JMC.

Responsible for providing an educational environment and that inspires the students to engage in education. The teacher should provide educational opportunities to accelerate the student's learning through HVED-approved research-based curriculum and instructional strategies, maintaining records as evidence of student learning, and encouraging the student to take educational risks to master grade level knowledge and skills. Responsible for creating, monitoring, and updating an individual Continuous Learning Plan (CLP) for each student and enter/upload it into HVED's JMC.

After the fifth (5th) consecutive absence a student **must** be dropped from the program. The teacher must notify the District Licensed Administrator and the HVED MARSS Coordinator if a student needs to be added, dropped, or re-enrolled by emailing TargetedServices@hved.org or for the ALC Satellite email SatelliteServices@hved.org

If program attendance drops dramatically, it is the teacher's responsibility to notify the District Licensed Administrator immediately.

Member District's Para: Follow direction of the Member District's Teacher and the Licensed Administrator.

End of the Year Checks and Balances:

A Learning Year runs from June 1 (or the day after the end of the Core year) to May 31. Students can generate up to an additional .2 ADMs per learning year for education received outside of the regular (core) school day.

Summer Session ALC (Targeted Services and Satellites) Enrollment: HVED will add each student's anticipated membership hours for June, July, and August based upon information received from the Member District. Membership hours can be found on the ALC referral form based on the individual need of each student. HVED will drop each student from an HVED program to his/her home District on or before August 31. Membership hours earned during the summer session must be included on the exit information form.

Member Districts must notify HVED by emailing TargetedServices@hved.org or SatelliteServices@hved.org and MDE, through regular MARSS reporting, if there is a change to the student's grade level during the learning year. MSBA Policy 513 has a retention policy which states students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year (the last day of the Core school year). HVED will use the date the student transitions to the next grade level to be the day after the last day of the Core school year unless a Member District school board policy states otherwise. It is the responsibility of the Member District to inform HVED of their transition policy.

School Year Session ALC (Targeted Services and Satellites) Enrollment: HVED will add each student's anticipated membership hours from the District's first day of the Core school year through May 31 based upon information received from the Member District. Membership hours can be found on the ALC referral form based on the individual need of each student. HVED will drop each student from an HVED program to his/her home District on the last day of the school year program. Membership hours earned during the summer session must be included on the exit information form (TO BE CREATED in JMC). Member Districts must notify HVED by emailing TargetedServices@hved.org and MDE, through regular MARSS reporting, if there is a change to the student's grade level during the learning year. MSBA Policy 513 has a retention policy which states students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year (the last day of school). HVED will use the date the student transitions to the next grade level to be the day after the last day of the school year unless a Member District school board policy states otherwise. It is the responsibility of the Member District to inform HVED of their transition policy.

APPLICATION AND BUDGET APPROVAL

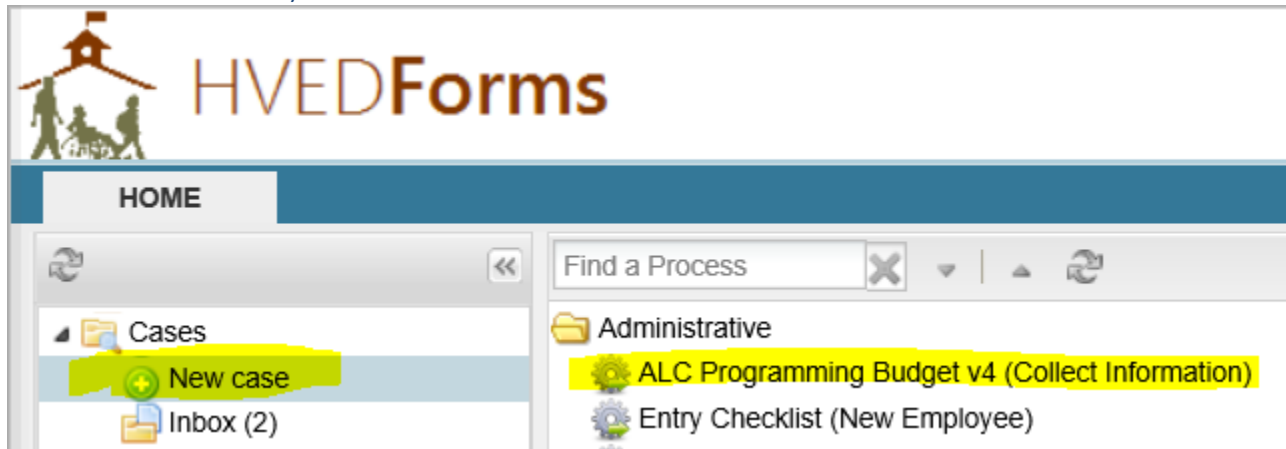
1. Submit original budget for approval electronically in ProcessMaker.
Available at <https://forms.hved.org/sys/en/neoclassic/login/login>
2. Once the original budget is approved, the budget will route to: District Licensed Administrator, District Business Manager, HVED Business Manager, HVED MARSS Coordinator, HVED Executive Director, and HVED IT Coordinator.
3. Once the original budget is approved, it must continue to be viewable by the licensed program administrator and HVED.
4. Should the budget need to be changed, an amendment to the budget must be submitted and approved by HVED before going into effect.

APPLICATION STEPS for PROCESSMAKER

Application and Budget in ProcessMaker: <https://forms.hved.org/sys/en/neoclassic/login/login>

Instructions to complete the ProcessMaker application

1. Log in to ProcessMaker in the usual fashion
2. New Case > double click on ALC Programming Budget v4 (it's called "ALC" because the services available fall under the ALC umbrella)



3. Select the first radio button, then fill out the requisite boxes, then hit "Next Step":

Information

Welcome to the Targeted Services Budget process!

Over the next few pages, you will...

- Offer a description of your proposed program
- Identify then confirm revenue
- Identify then confirm expenses
- Submit the form to HVED for approval

If you make changes on any page, clicking "Next Step" at the top of the form will save your work.

Once saved, you may log off, close the browser, etc. You may return to the form at any time prior to submission (click first log in).

Questions? Please email TargetedServices@hved.org or reference [MDE's web site](#).

Note: a program may not begin until after HVED has approved it.

- * Select a program type
- Targeted Services (K-8) running during the regular school year
 - Targeted Services (K-8) running during the summer
 - Targeted Services (K-8) running during the summer and fall
 - Targeted Services (K-8) running during the previous core school year
 - ALC Satellite: Credit Recovery (9-12) running anytime
 - ALC Satellite: Independent Study (9-12) running anytime
 - ALC Satellite: Seat Based (9-12) running anytime

Contact information for district business manager

* Name

* Email

* Phone

Next Step

* Required Field

4. Then we'll want to know a bit about what your program will do and how in the Program Overview. The checklist for curricula for each subject is subject to change and will likely be added to as we recognise more curricula. Fill out all of the relevant fields, then click Save & Next Step.
5. Program Schedule is there you tell us the start and end date of your program. School year and summer programming will each require a different application. Note if there are any schedule exceptions, e.g., winter or spring breaks or any other periods where the program will not meet.

Program Schedule

* Program's Start Date X 1

* Program's End Date X 1

Comments

Will there be any periods of time during which the program will not be in session during the above time range, e.g., a winter or spring break, etc. The purpose of this question is to learn how many days the program will be in session to help determine how large revenues and expenses will be.

Delete this text and replace it with your comments.

6. Still on the same page, but at the bottom, tell us about who the program will serve.
 - a. Create a new row for each grade level your program will serve.
 - b. If a grade will not be served, do not create a row for it.
 - c. For summer programs, the grade levels are based on the grade in the coming fall, not the past spring.
 - d. Refer to the notes part (immediately above where you input revenue information) for up-to-date details.
 - e. Mon-Fri columns are for number of hours per day that the grade level plans to meet. Weeks is for total number of calendar weeks the grade level will meet.
 - f. Then Save & Next Step

New

* Grade	* # Stu	* Mon	* Tue	* Wed	* Thu	* Fri	* # Weeks	Comments
1 K		0.0	0.0	0.0	0.0	0.0		

Save & Next Step

* Required Field

7. Review the system's calculations, then move on:

Revenue - Calculated

New

*	Grade	* # Stu	* Weight	* Rate	* Hrs/Grade	* Revenue	* Mon	* Tue	* Wed
1	K	2	1.0	5.902	20	118.04	2	0.0	0.0

Total Estimated Students	<input type="text" value="2"/>
Total Estimated Hours	<input type="text" value="20"/>
Total Estimated Revenue \$	<input type="text" value="118.04"/>
Estimated Allowable Expenses (80% of revenue) \$	<input type="text" value="94.432"/>

Looks Good --> Move On To Expenses

8. Then identify the expenses (payroll). If one person will serve as a teach sometimes and a para others, the person will need two rows, one showing each role. Rows 2 & 3 show this:

New

*	Last Name	First Name	Folder #	Ttl Hrs	Position/Rate	What subject(s) are
1	Sample	Para	n/a	6	Para (\$15.00/hr)	help K reading
2	Sample	Teacher	123456	12	Teacher (\$30.00/hr)	teach K reading an
3	Sample	Teacher	n/a	3	Para (\$15.00/hr)	para sometimes K

Fringe Benefits

* Fringe Benefit Rate Multiplier ?

Comments

Comments

Save & Next Step

* Required Field

9. Review the system's calculated expense, the move on:

Expenses - Calculated

[New](#)

	* Last Name	* First Name	* Folder #	* Ttl Hrs	* Position/Rate	
1	<input type="text" value="Sample"/>	<input type="text" value="Para"/>	<input type="text" value="n/a"/>	<input type="text" value="6"/>	<input type="text" value="Paraprofessional (\$15.00/hr)"/>	\$
2	<input type="text" value="Sample"/>	<input type="text" value="Teacher"/>	<input type="text" value="123456"/>	<input type="text" value="12"/>	<input type="text" value="Teacher (\$30.00/hr)"/>	\$
3	<input type="text" value="Sample"/>	<input type="text" value="Teacher"/>	<input type="text" value="n/a"/>	<input type="text" value="3"/>	<input type="text" value="Paraprofessional (\$15.00/hr)"/>	\$

[←](#)

Licensed Staff Cost \$
x Fringe Rate
= Total Expenses \$

[Save & Next Step](#)

10. Oops - the signature page shows I'm massively over budget (hopefully you won't be!). We want to see anticipated expenses be less than anticipated revenue:

[Previous Step](#)

Confirm then Submit

Total Expenses
/ Total Revenue
= Your ratio

* Type your name to represent your signature

Your ratio is greater than 0.8 -- your budget will not be approved.

Use the *Previous Step* link (top left) to go back and adjust your budget to show your expenses will not

[Next Step](#)

* Required Field

11. Assuming *your* budget is under the 80%, type your name, then click Next Step. If you are *above* 0.8, use the *Previous Step* link to go back through the process.

Screen Shot of Targeted Services Continuous Learning Plan (CLP) as of 10.24.16

HVED Targeted Services - Continuous Learning Plan 2016-2017

Student Name: _____ Serving District: _____ Grade for SY 16-17 _____

Current Status	Overall Goals for Current School Year	Activities	Assessments Used for Referral Purposes
(check all appropriate) <input type="checkbox"/> MCA Remediation <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> 504 Plan <input type="checkbox"/> IEP Plan <input type="checkbox"/> Probation <input type="checkbox"/> Truancy <input type="checkbox"/> Other _____ _____ _____	<input type="checkbox"/> Academic _____ _____ _____ <input type="checkbox"/> Academic _____ _____ _____ <input type="checkbox"/> Personal _____ _____ _____ <input type="checkbox"/> Personal _____ _____ _____	<input type="checkbox"/> SY Targeted Services Program <input type="checkbox"/> SS Targeted Services Program <input type="checkbox"/> Other _____ _____ _____	<input type="checkbox"/> FastBridge testing results _____ Math _____ Reading _____ Social Skills <input type="checkbox"/> Current MCA testing results _____ Math _____ Reading Motivation to attend school <input type="checkbox"/> Self <input type="checkbox"/> Parent <input type="checkbox"/> Court <input type="checkbox"/> Social Services <input type="checkbox"/> Other <input type="checkbox"/> Attendance Goal _____ % Learning Style <input type="checkbox"/> Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Kinesthetic Group Size Preference <input type="checkbox"/> Individual <input type="checkbox"/> Small group <input type="checkbox"/> Large group <input type="checkbox"/> Other District or Individual Plan

Academic Plan

Academic Goals – Mastery of Grade Level Standards	Barriers to Education	Support Services Needed
Post-Targeted Services testing results: <input type="checkbox"/> FastBridge testing results _____ Math _____ Reading _____ Social Skills <input type="checkbox"/> Current MCA testing results _____ Math _____ Reading <input type="checkbox"/> Attendance _____ %	<input type="checkbox"/> Attitude toward school <input type="checkbox"/> Conflict <input type="checkbox"/> Grief <input type="checkbox"/> Verbal aggression <input type="checkbox"/> Bullying <input type="checkbox"/> Transportation <input type="checkbox"/> Learning difficulties <input type="checkbox"/> Paying attention <input type="checkbox"/> Problem solving ability <input type="checkbox"/> Health <input type="checkbox"/> Hunger <input type="checkbox"/> Homelessness <input type="checkbox"/> Relationships with peers <input type="checkbox"/> Depression <input type="checkbox"/> Physical aggression <input type="checkbox"/> Work schedule <input type="checkbox"/> Drugs/ alcohol <input type="checkbox"/> Attendance <input type="checkbox"/> Organization <input type="checkbox"/> Hygiene <input type="checkbox"/> Group skills <input type="checkbox"/> Loneliness <input type="checkbox"/> Mental health <input type="checkbox"/> Children <input type="checkbox"/> Problems at home <input type="checkbox"/> Other _____	_____ _____ _____ _____ _____ _____

Student Signature _____ Date _____
 Parent/ Guardian Signature _____ Date _____
 Teacher/Counselor Signature _____ Date _____
 Administrator Signature _____ Date _____

THIS FORM SHOULD BE COMPLETED ANNUALLY AND UPLOADED TO THE JMC PROGRAM FOR TS.

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. Today, more than 162,000 students access alternative education on a part-time or full-time basis. This represents about 17 percent of Minnesota public school students.

Alternative education is designed for students who are at-risk of educational failure. State-Approved Alternative Programs are classified as Area Learning Centers (ALC), Alternative Learning Programs (ALP), Contracted Alternatives, and Targeted Services for students in kindergarten through grade 8. They are learning-year programs and are funded with General Education Revenue. Students are eligible to generate up to 1.2 average daily membership (ADM) for their district.

In 2014-2015, there were 601 sites, including 263 Area Learning Centers, 55 Alternative Learning Programs, 12 Contracted Alternatives Programs and 274 Targeted services programs. Alternative programs are year-round and may be offered during the day and after school. They are characterized by smaller class sizes and using a hands-on/experiential approach to learning.

Instruction is designed to meet individual student learning styles as well as their social and emotional needs. Teachers build connections with students and focus on vocational and career skills, including independent study options. Community, county and state partnerships provide additional support and resources.

State-Approved Alternative Programs are governed by these statutes:

- Graduation Incentives Criteria used to identify at-risk students (Minnesota Statutes, section 124D.68).
 - Continual Learning Plan (CLP) developed annually for each student to outline the steps necessary for grade promotion and/or graduation (Minnesota Statutes, section 124D.128, Subdivision 3).
 - Information to students and families regarding alternative education options (Minnesota Statutes, section 124D.68, Subdivision 6).
-
- [State-Approved Alternative Programs Definitions](#)-10/16/14

State-Approved Alternative Programs Definitions

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

- 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. (Minnesota Statutes, section 123A.05).
- Must be established in cooperation with other districts and must serve the geographic area of at least two districts (with the exception of Minneapolis, St. Paul and Duluth). (Minnesota Statutes, section 123A.05).
- All students must have a CLP.

Alternative Learning Program (ALP): 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 (Minnesota Statutes, section 124D.68).
- May make program hours and calendar optional.
- All students must have a CLP.

Contract Alternative: these are day programs that contract with a District to operate alternative programs. They currently only exist in Minneapolis and Saint Paul.

Independent Study: Students must be at least 16 years old to participate in Independent Study. There is a separate application process for this program. You must be an ALC or an ALP to apply for this.

Targeted Services are generally after school and summer programs, although they may also be offered before school and on Saturdays. Students must be in grades kindergarten through eighth grade.

Only sites that have approval to run Area Learning Centers, along with a middle level component, are allowed to offer Targeted Services. **Area Learning Programs (ALPs) are not allowed to run Targeted Services programs.** There is a separate application process for Targeted services. These after school and summer school programs target areas of need for students and work on academic and social skills that students will need to graduate.

