

# VISTA SCHOOL SPECIAL EDUCATION POLICIES AND PROCEDURES MANUAL

Combination SLD Eligibility Method

August 2021

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## I. GENERAL PROVISIONS

### I.A. PURPOSES (34 CFR § 300.1.; RULES I.A.)

The primary purposes of this local education agency (LEA) policies and procedures manual, consistent with Utah Code Annotated (UCA) 53E-7-2 and the Individuals with Disabilities Education Improvement Act (IDEA), Public Law 108-446, as amended; are:

1. To ensure that all students with disabilities ages 3 through 21 in Utah, including students with disabilities who have been suspended or expelled from school and students who have not graduated from high school with a regular high school diploma, have available to them a free appropriate public education (FAPE) that emphasizes special education and related services, as specified on an Individualized Education Program (IEP) designed to meet their unique needs and prepare them for further education, employment, and independent living;
2. To ensure that the rights of students with disabilities and their parent(s) are protected;
3. To ensure that State standards are implemented for the provision of a FAPE to students with disabilities, as defined in Utah State Board of Education Special Education Rules (Rules); and
4. To assess and ensure the effectiveness of efforts to educate students with disabilities.

### I.B. DEFINITIONS (34 CFR § 300.4–300.45; RULES I.E.1–53.)

1. Vista School has adopted applicable definitions as found in Rules I.E.1-53. including:
2. *Vista School* (20 USC § 7221i; UCA 53G-5-404) means a public school that functions as an LEA unless it is a school of an LEA, that:
  - a. Is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
  - b. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
  - c. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency, provides a program of elementary or secondary education, or both;
  - d. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
  - e. Does not charge tuition;
  - f. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the IDEA;

- g. Is a school to which parent(s) choose to send their students, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- h. Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
- i. Meets all applicable Federal, State, and local health and safety requirements;
- j. Operates in accordance with State law; and
- k. Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

**I.C. FULL EDUCATIONAL OPPORTUNITY GOAL (34 CFR § 300.109; RULES IX.A.2.D.(2)(C))**

Vista School provides a free appropriate public education (FAPE) to all eligible students with disabilities in conformity with the requirements of the Rules and the IDEA. Vista School hereby affirms the goal of providing a full educational opportunity to all students with disabilities determined eligible for special education and related services, of the ages served by Vista School, in accordance with all of the timeline requirements of the IDEA.

Vista School follows all necessary requirements in the development and delivery of an individualized education program (IEP) for eligible students. Placement in the least restrictive environment (LRE) will be implemented to the maximum extent appropriate for students with special needs. Vista School provides a continuum of placements to address the needs of students with disabilities to ensure those students receive special education and related services appropriate to their needs.

**I.D. METHODS OF ENSURING SERVICES (34 CFR § 300.154; RULES IX.A.2.D.(2)(M))**

Vista School ensures each eligible student with disabilities enrolled in the school receives the services included in the IEP through a systematic process of IEP internal file reviews and monitoring of service delivery by Vista School personnel.



## II. IDENTIFICATION, LOCATION, AND EVALUATION

### II.A. CHILD FIND SYSTEM (34 CFR §§ 300.109, 300.111; RULES II.A.)

1. Vista School, in accordance with the requirements of Part B of the IDEA and with the Rules, has developed policies and procedures to ensure that all students with disabilities residing within the jurisdiction of the LEA, including students with disabilities birth through 21 years of age, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated. These policies and procedures include a practical method for determining which students are currently receiving needed special education and related services and provide a process to reevaluate those who are found eligible within the three-year timeframe.
2. The requirements of this section apply to:
  - a. Highly mobile students with disabilities (such as students who are migrant and homeless) (34 CFR § 300.111(c)(2); Rules II.A.2.a.).
  - b. Students who have been suspended or expelled from school (34 CFR § 300.101(a); Rules II.A.2.b.).
  - c. Students who have not graduated from high school with a regular high school diploma (34 CFR § 300.102(a)(3)(iii); Rules II.A.2.c.).
  - d. Students who are suspected of being a student with a disability under the IDEA and the Rules and who are in need of special education and related services, even though they are advancing from grade to grade (34 CFR § 300.111(c)(1)). The determination that a student is a “student with a disability” under the Rules must be made on an individual basis, by a team made up of the parent or adult student and school personnel determined by the student’s LEA (Rules II.A.2.d.).
  - e. Students in State custody/care (Rules II.A.2.f.).
  - f. Students in nursing homes (Rules II.A.2.g.).
3. Vista School is responsible for child find for students enrolled in its own school and has no responsibility for child find for private school students. Vista School may not refer enrolled students to the local school district for child find (Rules II.A.3.).
4. Major components of the child find system include:
  - a. LEA implementation, coordination, and tracking of child find activities and students identified. (34 CFR § 300.131; Rules II.A.4.a.).
  - b. USBE staff provision of ongoing technical assistance to LEAs, private schools, and other State agencies in implementing the child find system (Rules II.A.4.b.).
  - c. Implementation of the statewide data collection system for reporting student information, including Federal student count (34 CFR §§ 300.132, 300.640–641). The

collection and use of data to meet the requirements of this section are subject to the confidentiality of information provisions under the Rules and R277-487.

## **II.B. REFERRAL (34 CFR § 300.301; RULES II.B.)**

1. Consistent with the consent requirements in Rules II.C., either a parent or the adult student or an LEA may initiate a request for an initial evaluation to determine if a student is a student with a disability under Part B of the IDEA and the Rules. Upon receipt of a request for an evaluation, Vista School must respond within a reasonable timeframe. The response may not be delayed due to Vista School's Response to Intervention process.
2. Vista School shall provide an initial special education assessment for students who enter the custody of the Division of Child and Family Services (DCFS) upon request by that division, and the LEA obtains appropriate parental consent for the evaluation for students whose school records indicate they may have disabilities requiring special education services.

## **II.C. PARENTAL CONSENT (34 CFR § 300.300; RULES II.C.)**

1. Parental consent for initial evaluation.
  - a. When proposing to conduct an initial evaluation to determine if a student qualifies as a student with a disability under the Rules, Vista School must, after providing prior written notice to the parent or adult student, obtain informed consent, consistent with Rules I.E.9., from the parent of the student or the adult student before conducting the evaluation.
    - (1) Parental or adult student consent for initial evaluation must not be construed as consent for initial provision of special education and related services.
    - (2) Vista School must make reasonable efforts to obtain informed consent from the parent or adult student for an initial evaluation to determine whether the student is a student with a disability.
    - (3) When conducting psychological evaluations, Vista School must implement the parental or adult student consent requirements of UCA 53E-9-203 (Student Privacy and Data Protection).
  - b. For initial evaluations only, if the student is a ward of the State and is not residing with the student's parent(s), Vista School is not required to obtain informed consent from the parent for an initial evaluation to determine whether the student is a student with a disability if:
    - (1) Despite reasonable efforts to do so, Vista School cannot discover the whereabouts of the parent(s) of the student;
    - (2) The rights of the parent(s) of the student have been terminated in accordance with State law; or

- (3) The rights of the parent(s) to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.
- c. If the parent(s) of a student or an adult student enrolled in public school or seeking to be enrolled in public school does not provide consent for initial evaluation, or fails to respond to a request to provide consent, Vista School may, but is not required to, pursue the initial evaluation of the student by utilizing the procedural safeguards or the due process procedures in Section IV of the Rules.
  - (1) Vista School does not violate its obligation under the child find provisions of the Rules if it declines to pursue the evaluation by utilizing the procedural safeguards or the due process procedures.
2. Parental consent for services.
  - a. Vista School is responsible for making a FAPE available to a student with a disability and must obtain informed consent from the parent(s) of the student or adult student before the initial provision of special education and related services to the student.
  - b. Vista School must make reasonable efforts to obtain informed consent from the parent(s) or adult student for the initial provision of special education and related services to the eligible student with disabilities.
  - c. If the parent(s) of a student or adult student fails to respond to a request for, or refuses to consent to, the initial provision of special education and related services, Vista School:
    - (1) May not use the procedures in Section IV of the Rules, including the mediation procedures or the due process procedures, in order to obtain agreement or a ruling that the services may be provided to the student;
    - (2) Will not be considered to be in violation of the requirement to make available a FAPE to the student for the failure to provide the student with the special education and related services for which Vista School requests consent; and
    - (3) Is not required to convene an IEP Team meeting or develop an IEP for the student for the special education and related services for which Vista School requests such consent.
  - d. If, at any time subsequent to the initial provision of special education and related services, the parent(s) of a student or adult student revokes consent in writing for the continued provision of special education and related services, Vista School:
    - (1) May not continue to provide special education and related services to the student but must provide prior written notice in accordance with Rules IV.D. before ceasing the provision of special education and related services;

- (2) May not use the procedures in Rules IV., including the mediation procedures or the due process procedures, in order to obtain agreement or a ruling that the services may be provided to the student;
  - (3) Will not be considered to be in violation of the requirement to make available a FAPE to the student for the failure to provide the student with the special education and related services for which Vista School requests consent; and
  - (4) Is not required to convene an IEP Team meeting or develop an IEP for the student for the special education and related services for which Vista School requests such consent (34 CFR § 300.300; Rules II.C.2.d.(4)).
3. Parental consent for reevaluations.
  - a. Vista School must obtain informed parental or adult student consent prior to conducting any reevaluation of a student with a disability.
  - b. If the parent or adult student refuses to consent to the reevaluation, Vista School may, but is not required to, pursue the reevaluation by using the dispute resolution procedures provided in the procedural safeguards, and including mediation or due process procedures.
  - c. Vista School does not violate its obligation under child find if it declines to pursue the reevaluation.
  - d. The informed parental or adult student consent need not be obtained if Vista School can demonstrate that:
    - (1) It made reasonable efforts to obtain such consent; and
    - (2) The student's parent or the adult student has failed to respond.
4. Other consent requirements.
  - a. Parental or adult student consent is not required before:
    - (1) Reviewing existing data as part of an evaluation or a reevaluation; or
    - (2) Administering a test or other evaluation that is administered to all students unless consent is required for all students before administration of that test or evaluation.
  - b. Vista School may not use a parent's or adult student's refusal to consent to one service or activity under Rules II.C.1., II.C.2., or II.C.3., to deny the parent or student any other service, benefit, or activity of Vista School, except as required by this part.
  - c. To meet the reasonable efforts requirement in Rules II.C.1.a.2., II.C.1.b.1., II.C.2.b., and II.C.3.d.1., Vista School must document its attempts to obtain parental or adult student consent using the procedures in Rules III.G.3.
  - d. Unless parent(s) or the adult student revoke consent for special education and related services or refuse consent for initial placement, disagreements regarding the

provision of IEP services should be resolved by the IEP Team and result in a completed IEP which includes all components necessary for the provision of a FAPE.

#### **II.D. INITIAL EVALUATION (34 CFR § 300.301; RULES II.D.)**

1. Vista School must conduct a full and individual initial evaluation to determine whether a student is a “student with a disability” under Part B of the IDEA and the Rules, and to determine the educational needs of the student.
2. The initial evaluation:
  - a. Must be conducted within 45 school days of receiving parental or adult student consent for the evaluation, unless:
    - (1) The initial evaluation is requested by the Division of Child and Family Services (DCFS) and Vista School obtains appropriate consent for the evaluation, in which case Vista School shall provide an initial special education evaluation to an individual who enters DCFS custody if DCFS suspects the individual may be an eligible student within 30 days after the day on which DCFS makes the request (53E-7-207).
    - (a) Vista School may refuse to conduct an evaluation described in II.D.2.a.(1) if Vista School reviews the relevant data regarding the individual and, within 10 days after the day on which Vista School received the request described in II.D.2.a.(1), gives the DCFS prior written notice of refusal to evaluate.
  - b. Must consist of procedures to determine:
    - (1) If the student is a student with a disability; and
    - (2) The educational needs of the student.
3. The timeframe shall not apply to Vista School if:
  - a. The parent of a student repeatedly fails or refuses to produce the student for the evaluation; or
  - b. The adult student repeatedly fails or refuses to participate in evaluation activities; or
  - c. A student enrolls in Vista School after the relevant timeframe has begun, and prior to a determination by the student’s previous LEA as to whether the student is a student with a disability.
  - d. The exception in Rule II.D.3.c. applies only if Vista School is making sufficient progress to ensure a prompt completion of the evaluation, and the parent or adult student and Vista School agree to a specific time when the evaluation will be completed.

#### **II.E. SCREENING FOR INSTRUCTIONAL PURPOSES (34 CFR § 300.302; RULES II.E.)**

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for

eligibility for special education and related services. Results of screenings should be considered by Vista School for child find purposes.

## II.F. EVALUATION PROCEDURES (34 CFR § 300.304; RULES II.F.)

Vista School has established and implemented the following procedures that meet the evaluation requirements of Part B of the IDEA and the Rules as follows:

1. In conducting the evaluation, Vista School must:
  - a. Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by a parent or adult student, that may assist in determining:
    - (1) Whether the student is a student with a disability; and
    - (2) The content of the student's IEP, including information related to enabling the student to be involved in and progress in the general education curriculum;
  - b. Not use any single procedure as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate educational program for the student; and
  - c. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. Vista School must consider the publication date and continued validity of assessments in use when new editions are published.
2. Vista School must ensure that assessments and other evaluation materials used to assess a student:
  - a. Are selected and administered so as not to be discriminatory on a racial or cultural basis;
  - b. Are provided and administered in the student's native language or other mode of communication, and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;
  - c. Are selected to assess the specific areas of concern identified by the assessment/evaluation team, including the parent(s) or adult student;
  - d. Are used for the purposes for which the assessments or measures are valid and reliable;
  - e. Are selected and administered by trained and knowledgeable personnel based upon the specific assessment's requirements; and
  - f. Are administered and interpreted in accordance with any instructions and administrator requirements provided by the producer of the assessments and the Standards for Educational and Psychological Testing (AERA, APA, NCME, 2014).

3. Vista School must ensure and document that all evaluators meet the assessment publishers' administrator/interpreter/user requirements, (e.g., appropriate degree, higher education coursework in tests and measures, and supervised clinical experiences/practica).
4. Vista School shall provide documentation to USBE staff upon request.
5. Vista School must ensure that:
  - a. Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
  - b. Assessments are selected and administered so as best to ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
  - c. The administration of psychological testing and the evaluation or assessment of personal characteristics, such as intelligence (e.g., cognitive, IQ), personality, abilities, interests, aptitudes, and neuropsychological functioning are only administered and interpreted by personnel who have been trained and fully meet the administrator/interpreter/user qualifications of the test publisher (e.g., appropriate degree, higher education coursework in tests and measures, and supervised clinical experiences/practica).
  - d. The student is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
  - e. Assessments of students with disabilities who transfer from another LEA to Vista School in the same school year are coordinated with those students' prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.
  - f. In evaluating each student with a disability, the evaluation is sufficiently comprehensive to identify all the student's special education and related services needs, whether or not commonly linked to the disability category in which the student has been classified.
  - g. Assessment tools and strategies provide relevant information that directly assists persons in determining the educational needs of the student are provided.
6. The Utah Schools for the Deaf and the Blind (USDB) is available to LEAs for assessments of students with visual impairment and hearing loss, as well as professional learning on appropriate administration of assessments, and procedures to ensure appropriate interpretation of assessments (R277-800-7). The Utah Department of Health shall

provide diagnostic and evaluation services, which are required by State or Federal law but are not typically otherwise provided by school districts and charter schools, to students with disabilities.

## **II.G. REEVALUATION PROCEDURES (34 CFR § 300.303; RULES II.G.)**

1. Vista School must ensure that a reevaluation of each student with a disability is conducted:
  - a. If Vista School determines the educational or related services needs, including improved academic achievement and functional performance, of the student warrant a reevaluation; or
  - b. If the student's parents or adult student or teacher requests a reevaluation.
2. A reevaluation:
  - a. May occur not more than once a year, unless the parent(s) or adult student and Vista School agree otherwise; and
  - b. Must occur at least once every three years, unless the parent(s) or adult student and Vista School agree that a reevaluation is unnecessary as there are data available to continue eligibility and determine the educational needs of the student. When the parent(s) or adult student and LEA agree that a reevaluation is unnecessary, the team must document data reviewed and used in an evaluation report and complete an eligibility determination.

## **II.H. ADDITIONAL REQUIREMENTS FOR INITIAL EVALUATIONS AND REEVALUATION PROCEDURES (34 CFR § 300.305; RULES II.H.)**

1. As part of any initial evaluation (if appropriate) and as part of any reevaluation, the IEP Team and other qualified professionals, as appropriate, must:
  - a. Review existing evaluation data on the student, including:
  - b. Evaluations and information provided by the parent(s) of the student or the adult student;
  - c. Current classroom-based, local, or State assessments, and classroom-based observations; and
  - d. Observations by teachers and related services providers; and
  - e. On the basis of that review, and input from the student's parent(s) or the adult student, identify what additional data, if any, are needed to determine:
    - (1) Whether the student is a student with a disability and the educational needs of the student; or, in the case of a reevaluation of a student, whether the student continues to have such a disability, and the educational needs of the student;
    - (2) The present levels of academic achievement and related developmental needs of the student;



- (3) Whether the student needs special education and related services; or, in the case of a reevaluation of a student, whether the student continues to need special education and related services; and
  - (4) Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum.
2. The IEP Team and other qualified professionals, as appropriate, may conduct its review of existing data without a meeting.
3. Vista School must administer such assessments and other evaluation measures as may be needed to produce the data needed to determine continuing eligibility.
4. If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the student continues to be a student with a disability and to determine the student's educational needs, Vista School must notify the student's parent(s) or adult student of:
  - a. That determination and the reason(s) for the determination; and
  - b. The right of the parent(s) or adult student to request an assessment to determine whether the student continues to be a student with a disability, and to determine the student's educational needs.
5. Vista School is not required to conduct the assessment for reevaluation described in Rules II.H.4.b. unless requested to do so by the student's parent(s) or the adult student.
6. Evaluations before change in eligibility.
  - a. Vista School must evaluate a student with a disability before determining that the student is no longer a student with a disability.
  - b. The evaluation is not required before the termination of a student's eligibility due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for a FAPE under State law (i.e., age 22).

For a student whose eligibility terminates due to graduation from secondary school with a regular high school diploma or due to exceeding the age eligibility for a FAPE under State law, Vista School must provide the student with a summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the student's postsecondary goals.

## **II.I. DETERMINATION OF ELIGIBILITY (34 CFR § 300.306; RULES II.I.)**

1. Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parents of the student or the adult student determine eligibility under Part B of the IDEA and the Rules, including:
  - a. Whether that student is a student with a disability, and

- b. The educational needs of the student.
- 2. Vista School shall provide the parent(s) or adult student with a copy of the evaluation report and the documentation of determination of eligibility.
- 3. A student must not be determined to be a student with a disability:
  - a. If the determinant factor for that determination is:
    - (1) Lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, alphabetic principle, vocabulary, comprehension, and fluency);
    - (2) Lack of appropriate instruction in mathematics; or
    - (3) Limited English proficiency; and
    - (4) If the student does not otherwise meet the eligibility criteria.
- 4. Procedures for determining eligibility and educational need.
  - a. In interpreting evaluation data for the purpose of determining if a student is a student with a disability and the educational needs of the student, Vista School must:
    - (1) Draw upon information from a variety of sources, such as aptitude and achievement tests, parent or adult student input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
    - (2) Ensure information obtained from all these sources is documented and carefully considered.
  - b. If a determination is made that a student has a disability and needs special education and related services, an IEP must be developed for the student within 30 calendar days.

## **II.J. CATEGORICAL DEFINITIONS, CRITERIA, AND ASSESSMENTS (34 CFR § 300.8; RULES II.J.)**

Vista School has adopted the criteria and evaluation procedures, by category, for determining eligibility for a student with disabilities under Part B of the IDEA and the Rules II.J.1-13.

Including:

- 1. Specific Learning Disabilities (Rules II.J.10.).
  - a. Definition (34 CFR § 300.8(C)(10); Rules II.J.10.a.).

Specific Learning Disabilities means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain

injury, minimal brain dysfunction, dyslexia, and developmental aphasia, that affects a student's educational performance.

Specific learning disabilities does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

b. Procedures for Identifying Students with Specific Learning Disabilities (34 CFR § 300.307; Rules II.J.10.b.)

(1) Vista School has adopted the following method for determining a student's eligibility under the specific learning disability category:

(a) A Combination method of:

- (i) A process based on the student's response to scientific, research-based intervention called the Response to Intervention (RtI) method which shows the student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in Rule II.J.10.b.(3)(a); and
- (ii) A discrepancy analysis which identifies that the student's scores demonstrate that a severe discrepancy exists between the student's intellectual ability and academic achievement in one or more of the areas identified in Rules II.J.10.b.(3)(a) which indicates the student exhibits a disability using a combination of both the RtI and a discrepancy analysis (the team must refer to the *USBE Specific Learning Disability Eligibility Guidelines* when using this method).

(2) Additional team members (34 CFR § 300.308; Rules II.J.10.b.2.)

The determination of whether a student suspected of having a specific learning disability is a student with a disability must be made by the student's parent(s) or adult student and a team of qualified professionals, which must include:

- (a) The student's regular teacher; or
- (b) If the student does not have a regular teacher, a regular classroom teacher qualified to teach a student of his/her age; or
- (c) For a student of less than school age; an individual qualified by the USBE to teach a student of his/her age; and
- (d) At least one person qualified to conduct individual diagnostic examinations of students and interpret the results of those assessments (as per the publisher's assessment administration criteria), such as a school psychologist, speech-language pathologist, reading teacher or reading specialist, or special education teacher.

- (3) Determining the existence of a specific learning disability (34 CFR § 300.309; Rules II.J.10.b.3.)

The team described may determine that a student has a specific learning disability if:

- (a) The student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards:

- (i) Oral expression;
- (ii) Listening comprehension;
- (iii) Written expression;
- (iv) Basic reading skills;
- (v) Reading fluency skills;
- (vi) Reading comprehension;
- (vii) Mathematics calculation;
- (viii) Mathematics problem solving.

- (b) The group determines that its findings are not primarily the result of:

- (i) A visual, hearing, or motor disability;
- (ii) Intellectual disability;
- (iii) Emotional disturbance;
- (iv) Cultural factors;
- (v) Environmental or economic disadvantage; or
- (vi) Limited English proficiency.

- (4) The specific learning disability must adversely affect the student's educational performance.

- (5) The student with the specific learning disability must need special education and related services (34 CFR § 300.8(a); Rules II.J.10.b.5.)

- (6) The team must determine that the specific learning disability is the student's primary disability.

- c. Evaluation (34 CFR § 300.309(b)–(c); Rules II.J.10.c.)

- (1) An evaluation must include a variety of assessment tools and strategies and cannot rely on any single procedure as the sole criterion.

- (2) To ensure underachievement in a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation:
  - (a) Data that demonstrate that prior to, or as a part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
  - (b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parent(s) or the adult student.
- (3) Vista School must promptly request parental consent or consent of the adult student to evaluate the student to determine if the student needs special education and related services, and must adhere to the 45-school-day evaluation timeframe, unless extended by mutual written agreement of the student's parent(s) or adult student and a group of qualified professionals:
  - (a) If, prior to a referral, a student has not made adequate progress after an appropriate period of time as determined by Vista School when provided appropriate instruction, and
  - (b) Whenever a student is referred for an evaluation.
- (4) Observation (34 CFR § 300.310(a)–(c); Rules II.J.10.b.4.)

Vista School must ensure the student is observed in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of concern.

  - (a) The team must decide to:
    - (i) Use information from an observation in routine classroom instruction and monitoring of the student's performance that was done before the student was referred for an evaluation; or
    - (ii) Have at least one member of the team conduct an observation of the student's academic performance in the regular classroom after the student has been referred for an evaluation and parental consent or consent of the adult student is obtained.
  - (b) If the student is a home-schooled student, Vista School may determine how to conduct the observation and who will conduct it.
  - (c) In the case of a student of less than school age or who is out of school, a group member must observe the student in an environment appropriate for a student of that age.

(5) Specific documentation for the eligibility determination (34 CFR § 300.311; Rules II.J.10.b.5.)

The team's documentation of the determination of eligibility with a specific learning disability must contain a statement of:

- (a) Whether the student has a specific learning disability;
- (b) The basis for making the determination;
- (c) The relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student's academic functioning;
- (d) The educationally relevant medical findings, if any; and
- (e) Whether the student meets the criteria below.
- (f) Combination (RtI and discrepancy analysis). Does not make sufficient progress to meet State-approved age- or grade-level standards when using a process based on the student's response to scientific evidence-based interventions and obtains scores that demonstrate that a severe discrepancy exists between the student's academic achievement and intellectual ability in one or more of the areas of specific learning disability.
  - (i) Vista School has a process that assesses a student's response to scientific, research-based intervention as part of determining if the student has a specific learning disability. This process must include:
  - (ii) High quality research-based instruction delivered by qualified staff in the general education setting; and
  - (iii) Assessment of student performance that specifically includes universal screening and progress-monitoring; and
  - (iv) Multiple tiers of evidence-based interventions to address individual student difficulties; and
  - (v) Documentation of systematic and regular parent, adult student, and/or family involvement and communication as well as notification about:
    - (A) The State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided (the team must refer to the USBE Specific Learning Disability Eligibility Guidelines when using this method);
    - (B) Strategies for increasing the student's rate of learning; and
    - (C) The parent's(s') or the adult student's right to request an evaluation; and

- (vi) System supports (e.g., leadership, problem-solving, data management systems, coaching and collaboration, professional learning, and measures of fidelity) in place to ensure effective implementation; or
  - (vii) The instructional strategies used and the student-centered data collected.
  - (viii) The team must document that the student's performance on a standardized, norm-referenced, individually administered achievement measure in the area of the suspected disability, and
  - (ix) That the student scored above the intellectual disability range on a standardized, norm-referenced, individually administered measure of intellectual ability, and
    - (A) The comparison of the standard scores on the tests of achievement and intellectual ability using an LEA board-approved and USBE-reviewed discrepancy analysis. The team must document consideration of the discrepancy analysis and the team's determination of whether or not it represents a severe discrepancy.
- (6) The determination of the team concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the student's achievement level;
- (7) The requirements of Rules II.D.–H. must be met.
- (8) Each team member must certify in writing whether the report reflects the member's conclusion (34 CFR § 300.311(b)). If it does not reflect the member's conclusion, the team member must submit a separate statement presenting the member's conclusions.

### III. IEP DEVELOPMENT AND SERVICE DELIVERY

#### III.A. INDIVIDUALIZED EDUCATION PROGRAM (RULES III.A.)

Vista School implements the following policies and procedures to address the IEP requirements of Rules III.A-T, including the least restrictive environment (LRE) requirements, consistent with Part B of the IDEA and the Rules, as well as R277-750, R277-800, and the USBE/USDB Interagency Agreement.

#### III.B. WHEN IEPS MUST BE IN EFFECT (34 CFR § 300.323; RULES III.B.)

1. At the beginning of each school year, Vista School must have an IEP in effect for each student with a disability within its jurisdiction.
2. Vista School must ensure that:
  - a. A meeting to develop an IEP for a student is conducted within 30 calendar days of a determination that the student needs special education and related services; and
  - b. As soon as possible following development of the IEP, special education and related services are made available to the student in accordance with the student's IEP.
3. Vista School must ensure the student's IEP is:
  - a. Accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation; and
  - b. Each teacher and provider is informed of:
    - (1) His/her specific responsibilities related to implementing the student's IEP; and
    - (2) The specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.
4. Documentation of IEP implementation shall be provided to USBE upon request.

#### III.C. TRANSFER STUDENTS (34 CFR § 300.323; RULES III.C.)

1. Transfers within Utah.
  - a. In the case of a student with a disability with a current IEP who transfers from one LEA to another within the State within the same school year and enrolls in a new school, Vista School, in consultation with the parent(s) or adult student, must provide a FAPE to the student, including services comparable to those described in the previously held IEP, until such time as Vista School:
    - (1) Adopts the previously held IEP, or
    - (2) Develops, adopts, and implements a new IEP that is consistent with Federal regulations and the Rules.



- b. The requirements of 34 CFR § 300.323 also apply for students transferring from an LEA placement to a local juvenile or adult correctional facility or temporary State placement for observation and assessment.

2. Transfers from out of State.

- a. In the case of a student with a disability with a current IEP who transfers LEAs within the same school year, who enrolls in a new school, and who has an IEP that was in effect in another State, Vista School, in consultation with the parent(s) or adult student, must provide the student with a FAPE, including services comparable to those described in the previously held IEP, until Vista School:

- (1) Conducts an evaluation, if determined to be necessary by Vista School; and

- (2) Develops a new IEP, if appropriate, that is consistent with Federal and State law.

- b. The evaluation for eligibility that may be conducted by Vista School is considered an initial evaluation, not a reevaluation (71 FR 4668-82).

3. To facilitate the transition for a student described above:

- a. Vista School must take reasonable steps to promptly obtain the student's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the student, from the previous LEA in which the student was enrolled; and

- b. The previous LEA in which the student was enrolled must take reasonable steps to promptly respond to the request from Vista School.

- c. Vista School must keep a copy of the records for three years after the transfer.

- 4. Experiencing difficulty in obtaining the IEP from the previous LEA does not relieve Vista School of its obligation to have a current IEP in place for an eligible student.

### **III.D. LEA RESPONSIBILITY FOR IEP MEETINGS (34 CFR § 300.323(C)(1)); RULES III.D.)**

- 1. Vista School is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP of a student with a disability ages 3 through 21, consistent with the Rules.
- 2. A meeting to develop an IEP for an eligible student must be conducted within 30 calendar days of a determination that a student needs special education and related services.

### **III.E. IEP TEAM MEMBERSHIP (34 CFR § 300.321; RULES III.E.)**

Vista School must ensure the IEP Team for each student with a disability includes:

- 1. The parent(s) of the student or the adult student;

2. Not less than one regular education teacher of the student (if the student is, or may be, participating in the regular education environment);
3. Not less than one special education teacher of the student, or where appropriate, not less than one special education provider of the student;
4. A representative of Vista School who:
  - a. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
  - b. Is knowledgeable about the general education curriculum; and
  - c. Is knowledgeable about the availability of resources of Vista School.
  - d. Vista School may designate a Vista School member of the IEP Team to also serve as Vista School representative, if the above criteria are satisfied.
5. A representative of USDB and the LEA of residence when the student's placement is at USDB, when the IEP Team is considering placement at USDB, or when the student receives 180 minutes or more of special education and/or related services from USDB.
6. An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in this section;
7. At the discretion of the parent(s) or adult student or Vista School, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate; and
8. Whenever appropriate, the student with a disability.
9. The determination of knowledge or special expertise of any individual described in Rule III.E.6. above must be made by the party (parent(s) or adult student or Vista School) who invited the individual to be a member of the IEP Team.
10. If a purpose of the IEP Team meeting is consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, Vista School must invite the student with a disability to attend the student's IEP meeting. If the student does not attend the IEP meeting, Vista School must take other steps to ensure the student's preferences and interests are considered.
11. To the extent appropriate, with the written consent of the parent(s) or adult student, Vista School must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.
12. Signatures on an IEP denote participation of IEP Team members in the development of the IEP.

### III.F. IEP TEAM ATTENDANCE (34 CFR § 300.321; RULES III.F.)

1. A required member of the IEP Team is not required to attend a particular IEP Team meeting, in whole or in part, if the parent(s) of a student with a disability or adult

student and Vista School agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

2. A required member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if:
3. The parent(s) or adult student, in writing, and Vista School consent to the excusal; and
4. The member submits, in writing, to the parent(s) or adult student and the IEP Team, input into the development of the IEP prior to the meeting.

### **III.G. PARENT PARTICIPATION (34 CFR § 300.322; RULES III.G.)**

1. Vista School must take steps to ensure that one or both of the parents of a student with a disability or the adult student are present at each IEP meeting or are afforded the opportunity to participate, including:
  - a. Notifying parent(s) or adult student of the meeting early enough to ensure they will have an opportunity to attend; and
  - b. Scheduling the meeting at a mutually agreed-on time and place.
2. If the parent(s) or adult student cannot attend, Vista School must use other methods to ensure participation of the parent(s) or the adult student, including individual or conference telephone calls. The parent(s) of a student with a disability or the adult student and Vista School may agree to use alternative means of meeting participation, such as video conferences and conference calls (34 CFR § 300.328).
3. A meeting may be conducted without a parent or the adult student in attendance if Vista School is unable to convince the parent(s) or the adult student they should attend. In this case, Vista School must keep a record of its attempts to arrange a mutually agreed-on time and place, such as:
  - a. Detailed records of telephone calls made or attempted and the results of those calls;
  - b. Copies of correspondence sent to the parent(s) or adult student and any responses received; and
  - c. Detailed records of visits made to the parent's(s') or adult student's home or place of employment and the results of those visits.
4. Vista School must take whatever action is necessary to ensure the parent(s) or adult student understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parent(s) or adult student with deafness or whose native language is other than English.
  - a. Under UCA 35A-13-604, an individual is required to be certified as an interpreter if that individual provides interpreter services for deaf and hard of hearing individuals.

- b. An individual providing interpreting services other than those for deaf and hard of hearing individuals shall be trained.
5. The parent(s) of a student with a disability or adult student are participants along with school personnel in developing, reviewing, and revising the IEP for their student. This is an active role in which the parent(s) or adult student:
  - a. Provide critical information regarding the strengths of the student and express their concerns for enhancing the education of the student;
  - b. Participate in the discussion of the student's need for special education and related services, and supplementary aids and services; and
  - c. Join with other participants in deciding how the student will be involved and progress in the general curriculum, how the student will participate in State- and LEA-wide assessments, and what services Vista School will provide to the student and in what setting.
6. Vista School must give the parent(s) or adult student a copy of the student's IEP at no cost to the parent(s) or adult student.

### **III.H. NOTICE OF MEETING (34 CFR § 300.322; RULES III.H.)**

1. The notice of meeting required to be provided to the parent(s) or adult student must:
  - a. Indicate the purpose, time, and location of the meeting and who will be in attendance; and
  - b. Inform the parent(s) or adult student of the provision for participation of other individuals who have knowledge or special expertise about the student on the IEP Team.
2. For a student with a disability, ages 14 and older, or younger if determined appropriate by the IEP Team, the IEP notice of meeting also must:
  - a. Indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the student; and
  - b. Indicate that Vista School will invite the student; and
  - c. Identify any other agency that will be invited, with parental or adult student consent, to send a representative.
3. When conducting IEP Team meetings and placement meetings and carrying out administrative matters, the parent(s) of a student with a disability or adult student and Vista School may agree to use alternative means of meeting participation such as video conferences and conference calls (34 CFR § 300.328).

### **III.I. DEVELOPMENT, REVIEW, AND REVISION OF THE IEP (34 CFR § 300.324; RULES III.I.)**

1. Development, review, and revision of the IEP.

- a. In developing each student's IEP, the IEP Team must consider:
  - (1) The strengths of the student;
  - (2) The concerns of the parent(s) or adult student for enhancing the education of the student;
  - (3) The results of the initial or most recent evaluation of the student, and
  - (4) The academic, developmental, and functional needs of the student.
- b. The IEP Team, in conducting a meeting to develop, review and, if appropriate, revise a student's IEP, must consider the following special factors:
  - (1) In the case of a student with limited English proficiency (LEP), consider the language needs of the student as those needs relate to the student's IEP;
  - (2) In the case of a student who is blind or visually impaired, provide for instruction in braille and the use of braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for the student;
    - (a) Prior to determining whether a blind student should use braille as the primary reading mode, the student's IEP Team must be provided (through pertinent literature or discussions with competent braille users and educators, or both) with detailed information about the use and efficiency of braille as a reading medium, in order to make an informed choice as to the student's primary reading.
  - (3) Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
  - (4) Consider whether the student needs assistive technology devices and services in school and on a case-by-case basis, in a student's home or other setting; and
  - (5) In the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavior interventions and supports, and other strategies, to address that behavior.
    - (a) When making decisions on behavior interventions, the IEP Team must refer to the USBE Least Restrictive Behavior Interventions (LRBI) Technical Assistance (TA) Manual for information on research-based intervention procedures.

- (i) Emergency safety interventions may only be included in an IEP as a planned intervention when the IEP Team agrees that less restrictive means which meet circumstances in R277-608 have been attempted, a functional behavior assessment (FBA) has been conducted, and a positive behavior intervention plan based on data analysis has been developed and implemented (R277-609).
    - (b) The purpose of the LRBI TA Manual related to the use of positive behavior supports and behavior interventions in schools is to:
      - (i) Protect the safety and well-being of all students;
      - (ii) Provide protection for students, teachers, other school personnel, and LEAs; and
      - (iii) Ensure parent(s) or adult students are involved in the consideration and selection of behavior interventions to be used.
    - (c) When an emergency situation occurs that requires the immediate use of an emergency safety intervention to protect the student or others from harm, the staff shall comply with requirements in R277-609 with regards to time limitations and parental or adult student notification.
    - (d) As appropriate, the student should receive a FBA and behavior intervention services and modifications that are designed to address the behavior (34 CFR § 300.530(d)(1)(ii)).
  - c. If, in considering the special factors described above, the IEP Team determines a student needs a particular device or services for educational purposes (including an intervention, accommodation, or other program modification) in order for the student to receive a FAPE, the IEP Team must include a statement to that effect in the student's IEP.
  - d. A regular education teacher of a student with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP of the student, including the determination of:
    - (1) Appropriate positive behavior interventions and supports and other strategies for the student; and
    - (2) Supplementary aids and services, program modifications, and support for school personnel consistent with the IEP.
2. Changes to the IEP.
- a. In making changes to a student's IEP after the annual IEP Team meeting for a school year, the parent(s) of a student with a disability or adult student and Vista School may agree not to convene an IEP meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the student's current IEP.

- b. Upon request, the parent(s) or adult student must be provided with a revised copy of the IEP with the amendments incorporated.
  - c. If changes are made to the student's IEP through the amendment process, Vista School must ensure the student's IEP Team is informed of those changes.
3. To the extent possible, Vista School must encourage the consolidation of reevaluation meetings and other IEP Team meetings for the student (34 CFR § 300.324(a)(5)).
4. Review and revision of the IEP.

Vista School must ensure the IEP Team:

- a. Reviews the student's IEP periodically, but not less than annually, to determine whether the annual goals for the student are being achieved; and
- b. Revises the IEP, as appropriate, to address:
  - (1) Any lack of expected progress toward the annual goals in the IEP and in the general education curriculum, if appropriate;
  - (2) The results of any reevaluation;
  - (3) Information about the student provided to, or by, the parent(s) or adult student;
  - (4) The student's anticipated needs; or
  - (5) Other matters.
- c. In conducting a review of the student's IEP, the IEP Team must consider the special factors in Rules III.I.1.b.
- d. A regular education teacher of the student, as a member of the IEP Team, must participate in the review and revision of the IEP of the student, if the student is or may be participating in the general education classroom.
- e. If a participating agency, other than Vista School, fails to provide the transition services described in the IEP, Vista School must reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.
- f. Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

### **III.J. DEFINITION OF THE INDIVIDUALIZED EDUCATION PROGRAM (34 CFR § 300.320; RULES III.J.)**

1. The term individualized education program (IEP) means a written statement for each student with a disability that is developed, reviewed, and revised in a meeting.
2. The IEP must include:

- a. A statement of the student's present levels of academic achievement and functional performance (PLAAFP), including:
  - (1) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same grade-level curriculum as for non-disabled students); or
  - (2) For students who are blind, the results obtained from a braille-related or braille skills assessment;
- b. A statement of measurable annual goals, including academic and functional goals designed to:
  - (1) Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the grade-level general education curriculum; and
  - (2) Meet each of the student's other educational needs that result from the student's disability;
- c. For eligible students with significant cognitive disabilities who will participate in grade-level alternate achievement standards (i.e., Essential Elements):
  - (1) Notification to the parent(s) or adult student that the student's academic achievement will be measured through an assessment of the grade-level Utah alternate achievement standards and how participation in such alternate achievement assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma; and
  - (2) A description of benchmarks or short-term objectives for each annual goal;
- d. A description of:
  - (1) How the student's progress toward meeting the annual IEP goals will be measured; and
  - (2) When periodic reports to the parent(s) or adult student on the progress the student is making toward meeting the annual IEP goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;
- e. A statement of the special education and related services and supplementary aids and services (including assistive technology), based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:
  - (1) To advance appropriately toward attaining the annual goals;



- (2) To be involved in and make progress in the grade-level general education curriculum, and to participate in extracurricular and other nonacademic activities; and
- (3) To be educated and participate with other similar-aged students with disabilities and non-disabled students in the activities described in this section;
- f. An explanation of the extent, if any, to which the student will not participate with similar-aged non-disabled students in the regular education environment and in the activities described in this section;
- g. A statement of:
  - (1) Any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on all grade-level State- and LEA-wide assessments; and
  - (2) If the IEP Team determines the student must take an alternate assessment instead of a particular regular State- or LEA-wide assessment of student achievement, a statement of why:
    - (a) The student cannot participate in the regular assessment; and
    - (b) The particular alternate assessment selected is appropriate for the student; and
- h. All students, including students with disabilities, participate in statewide assessments. Vista School reports the results of statewide assessments on the website. If more than one percent of students with significant cognitive disabilities participate in an alternate assessment, Vista School will submit justification to the USBE on the need to exceed the cap.
- i. The projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications.
- j. A statement of school to post-school transition services.

For a student with a disability, ages 14 and older, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:

- (1) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training or education, employment, and, where appropriate, independent living skills; and
  - (2) The transition services (including courses of study) needed to assist the student in reaching those goals.
- k. Transfer of rights at age of majority.

Beginning not later than one year before the student reaches the age of majority (age 18 in Utah), the IEP must include a statement that the student has been informed of the student's rights under Part B of the IDEA that will transfer to the

student on reaching the age of majority. The transfer of rights also occurs upon notification to Vista School that a student has married or become emancipated before age 18.

- I. Nothing in this section shall be construed to require that additional information be included in a student's IEP beyond what is explicitly required in Section 614 of Part B of the IDEA, or require the IEP Team to include information under one component of a student's IEP that is already contained under another component of the student's IEP.
- m. IEP Teams should discuss and address, if appropriate, student participation in not only the grade-level Utah Core Standards, but other general education activities and courses (e.g., health and maturation, suicide prevention), as well as the Statewide Online Education Program (SOEP) or other online, distance, blended, or competency-based courses, as well as courses taken through Career and Technical Education (CTE) programs and concurrent enrollment. Students with disabilities may require special education and related services and accommodations for equitable participation, in conjunction with Part B of the IDEA, the Rules, R277-418, R277-713, and R277-726.

### **III.K. PHYSICAL EDUCATION (34 CFR § 300.108; RULES III.L.)**

1. Physical education services, specially designed if necessary, are made available to every student with a disability receiving a FAPE,
2. Each student with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled students unless:
  - a. The student is enrolled full time in a separate facility; or
  - b. The student needs specially designed physical education, as prescribed in the student's IEP.
3. Vista School is responsible for specially designed physical education (e.g., adapted PE) if it is prescribed in a student's IEP, by providing the services directly or by making arrangements for those services to be provided through other public or private programs.
4. Vista School is responsible for the education of a student with a disability who is enrolled in a separate facility and must ensure the student receives appropriate physical education services.

### **III.L. ASSISTIVE TECHNOLOGY (34 CFR § 300.105; R277-495; RULES III.M.)**

1. Vista School must ensure assistive technology devices or assistive technology services, or both, are made available to a student with a disability if required as a part of the student's:
  - a. Special education,

- b. Related services, or
  - c. Supplementary aids and services.
2. On a case-by-case basis, the use of school-purchased assistive technology devices in a student's home or in other settings is required if the student's IEP Team determines the student needs access to those devices in order to receive a FAPE.

### **III.M. EXTENDED SCHOOL YEAR (ESY) SERVICES (34 CFR § 300.106; R277-751; RULES III.N.)**

- 1. Extended school year services mean special education and related services that:
  - a. Are provided to an eligible student with a disability:
    - (1) Beyond the normal school year of Vista School;
    - (2) In accordance with the student's IEP; and
    - (3) At no cost to the parent(s) of the student or adult student; and
  - b. Meet the standards of the USBE in R277-751.
- 2. Vista School shall ensure:
  - a. ESY services are available as necessary to provide a FAPE, consistent with the Rules and considered for each individual student with a disability during an IEP, based upon a review of multiple data sources and factors.
  - b. ESY student programs are provided in the least restrictive environment.
  - c. ESY teachers and paraeducators meet USBE and IDEA requirements.
- 3. ESY services must be provided only if a student's IEP Team determines, on an individual basis, the services are necessary for the provision of a FAPE to the student. The annual IEP shall reflect the IEP Team's decision regarding the need for ESY services.
  - a. Parent(s) or the adult student shall be provided with prior written notice of proposal or refusal to provide ESY services.
  - b. If the student is determined eligible for ESY services, the IEP Team shall determine the appropriate ESY program, based on the student's individual needs.
  - c. ESY eligibility decisions and prior written notice of ESY programs shall be provided to parent(s) or adult student in sufficient time to permit accessing dispute resolution options of the procedural safeguards, in the event of a dispute.
- 4. In implementing the requirements of this section, Vista School may not:
  - a. Limit ESY services to particular categories of disability, age, or grade level;
  - b. Unilaterally limit the type, amount, or duration of those services; or
  - c. Limit data consideration by IEP Teams to only an analysis of regression and recoupment.

### III.N. LEAST RESTRICTIVE ENVIRONMENT (LRE) (34 CFR § 300.114; RULES III.O.)

1. Vista School must ensure:
  - a. To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities (e.g., nursing homes), are educated with similar-aged students who are nondisabled; and
  - b. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. In the case of a student who is deaf or hard of hearing, consideration of a special class or school may be the least restrictive environment in that it provides opportunities for direct communication and instruction in the student's language and communication mode with professional personnel and peers.
  - c. LRE provisions apply to transition programs and placement.

### III.O. CONTINUUM OF ALTERNATIVE PLACEMENTS (34 CFR § 300.115; RULES III.P.)

1. Vista School must ensure a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services.
2. The continuum required:
  - a. Includes the following alternative placements for instruction:
    - (1) Regular classes,
    - (2) Special classes,
    - (3) Special schools,
    - (4) Home instruction, and
    - (5) Instruction in hospitals and institutions; and
  - b. Makes provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

### III.P. PLACEMENTS (34 CFR § 300.116; RULES III.Q.)

1. In determining the educational placement of a student with a disability, including a transition-aged student with a disability, Vista School must ensure:
  - a. The placement decision:
    - (1) Is made by a group of persons, including the parent(s) or adult student and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options; and
    - (2) Is made in conformity with the LRE provisions above.

- b. The student's placement:
  - (1) Is determined at least annually;
  - (2) Is based on the student's IEP; and
  - (3) Is as close as possible to the student's home;
- c. Unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that the student would attend if non-disabled;
- d. In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services the student needs; and
- e. A student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

### **III.Q. PARENTAL INVOLVEMENT IN PLACEMENT DECISIONS (34 CFR §§ 300.327, 300.50; RULES III.R.)**

- 1. Vista School must ensure the parent(s) of each student with a disability or adult student are members of any group that makes decisions on the educational placement of the parent's student or the adult student (Rules IV.B).
- 2. In implementing this requirement, Vista School shall use procedures for parent or adult student involvement in placement decisions consistent with those used for parent participation in IEP meetings.
- 3. If neither parent or the adult student can participate in a meeting in which a decision is to be made relating to the educational placement of the student, Vista School shall use other methods to ensure their participation, including individual or conference telephone calls or video conferencing.
- 4. A group may make a placement decision without the involvement of the parent(s) or adult student if Vista School is unable to obtain either parent's or adult student's participation in the decision. In this case, Vista School must have a record of its attempts to ensure their involvement.

### **III.R. NONACADEMIC SETTINGS AND EXTRACURRICULAR ACTIVITIES (34 CFR § 300.117; UCA 53G-6-709; RULES III.S.)**

- 1. In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities in Rules III.V, Vista School must ensure each student with a disability participates with non-disabled students in the extracurricular services and activities to the maximum extent appropriate to the needs of that student.

2. Vista School must ensure each student with a disability has the supplementary aids and services determined by the student's IEP Team to be appropriate and necessary for the student to participate in nonacademic settings.
3. A student with a disability (under the age of 22 who has not graduated from high school with a regular high school diploma, whose IEP Team recommends participation) may not be denied the opportunity of participating in public school programs or extracurricular activities solely because of the student's age, unless the participation threatens the health or safety of the student. Vista School, in cooperation with the Utah Department of Health, shall establish criteria used to determine the health and safety factor (UCA 53G-6-709).

### III.S. NONACADEMIC SERVICES (34 CFR § 300.107; RULES III.T.)

1. Vista School must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the student's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford students with disabilities an equal opportunity for participation in those services and activities.
2. Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by Vista School, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by Vista School and assistance in making outside employment available.

#### IV. PROCEDURAL SAFEGUARDS: DUE PROCESS PROCEDURES FOR PARENT(S) AND STUDENTS (IDEA SUBPART E)

##### IV.A. PARENTAL OPPORTUNITY TO EXAMINE RECORDS AND PARTICIPATE IN MEETINGS (34 CFR § 300.501; RULES IV.A.)

1. Opportunity to examine records.
  - a. The parent(s) of a student with a disability or adult student must be afforded, in accordance with the Rules, an opportunity to inspect and review all education records with respect to the identification, evaluation, and educational placement of the student and the provision of a FAPE to the student.
2. Parent participation in meetings.
  - a. The parent(s) of a student with a disability or adult student must be afforded an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the student and the provision of a FAPE to the student.
  - b. Vista School must provide notice, consistent with the Rules, to ensure parents of students with disabilities or adult students have the opportunity to participate in meetings.
  - c. A meeting does not include informal or unscheduled conversations involving Vista School personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that Vista School personnel engage in to develop a proposal or a response to a parent or adult student proposal that will be discussed at a later meeting.
3. Parent involvement in placement decisions.
  - a. Vista School must ensure that a parent of each student with a disability or adult student is a member of any group that makes decisions on the educational placement of the parent's student (34 CFR § 300.327), including notifying the parent(s) or adult student of the meeting early enough to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed-on time and place (34 CFR § 300.322(a)).
  - b. The notice of meeting must indicate the purpose(s), time, and location of the meeting, who will be in attendance, and inform the parents or adult student of their right to bring other individuals who have knowledge or special expertise about the student (34 CFR § 300.322(b)).
  - c. If neither parent or the adult student can participate in a meeting in which a decision is to be made relating to the educational placement of the student, Vista

School must use other methods to ensure their participation, including individual or conference telephone calls or video conferencing.

- d. A placement decision may be made by a group without the involvement of a parent or adult student if Vista School is unable to obtain the parent's(s') or adult student's participation in the decision. In this case, the LEA must have a record of its attempt to ensure their involvement.

#### IV.B. INDEPENDENT EDUCATIONAL EVALUATION (34 CFR § 300.502; RULES IV.B.)

##### 1. Definitions.

- a. Independent educational evaluation (IEE) means an evaluation conducted by a qualified examiner who is not employed by the LEA responsible for the education of the student in question.
- b. Public expense means that the LEA either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent or adult student.

##### 2. Vista School has established and implemented the following policies and procedures related to independent educational evaluation that meet the requirements of Part B of the IDEA and the Rules.

##### 3. The following requirements must be addressed:

- a. The parent(s) of a student with a disability or adult student have the right to obtain an IEE of the student at public expense if they disagree with an evaluation obtained by Vista School.
- b. Vista School must provide to the parent(s) or adult student, upon request for an IEE, information about where an IEE may be obtained and Vista School criteria applicable for IEEs.
- c. If the parent(s) or adult student requests an IEE at public expense, Vista School must, without unnecessary delay, either file a due process complaint to request a hearing to show that its evaluation is appropriate, or ensure an IEE is provided at public expense, unless Vista School demonstrates in a hearing that the evaluation obtained by the parent(s) or adult student did not meet Vista School criteria. If Vista School files a due process complaint notice to request a hearing and the final decision is that Vista School's evaluation is appropriate, the parent(s) or adult student still has the right to an IEE, but not at public expense. If the parent(s) or adult student requests an IEE, Vista School may ask for the parent's(s') or adult student's reason why they object to the public evaluation. However, the explanation by the parent(s) or adult student may not be required and Vista School may not unreasonably delay either providing the IEE at public expense or requesting a due process hearing to defend the public evaluation.



- d. The parent(s) or adult student is entitled to only one IEE at public expense each time Vista School conducts an evaluation with which the parent(s) or adult student disagrees.
  - e. If the parent(s) or adult student obtains an IEE at public expense or shares with Vista School an evaluation obtained at private expense, the results of the evaluation must be considered by Vista School, if it meets Vista School criteria, in any decision made with respect to the provision of a FAPE to the student, and may be presented by any party as evidence at a hearing on a due process complaint regarding that student.
  - f. If a hearing officer requests an IEE as part of a hearing on a due process complaint, the cost of the evaluation must be at public expense.
  - g. If an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that Vista School uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's(s') or adult student's right to an IEE.
  - h. Except for the criteria described above, Vista School may not impose additional conditions or timelines related to obtaining an IEE at public expense.
4. An IEE conducted at Vista School's expense becomes the property of Vista School, in its entirety.

#### IV.C. PRIOR WRITTEN NOTICE (34 CFR § 300.503; RULES IV.C.)

- 1. Prior written notice must be given to the parents of a student with a disability or adult student a reasonable time before Vista School:
  - a. Proposes to initiate or change the identification, evaluation, or educational placement of the student or the provision of a FAPE to the student; or
  - b. Refuses to initiate or change the identification, evaluation, or educational placement of the student or the provision of a FAPE to the student.
- 2. The notice required must include:
  - a. A description of the action proposed or refused by Vista School;
  - b. An explanation of why Vista School proposes or refuses to take the action;
  - c. A description of each evaluation procedure, assessment, record, or report Vista School used as a basis for the proposed or refused action;
  - d. A statement that the parent(s) of a student with a disability or adult student have protection under the procedural safeguards of Part B of the IDEA and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;

- e. Sources for the parent(s) or adult student to contact to obtain assistance in understanding the provisions of Part B of the IDEA;
  - f. A description of other options the IEP Team considered and the reasons why those options were rejected; and
  - g. A description of other factors relevant to Vista School's proposal or refusal.
3. The notice must be:
- a. Written in language understandable to the general public; and
  - b. Provided in the native language of the parent(s) or adult student or other mode of communication used by the parent(s) or adult student, unless it is clearly not feasible to do so.
    - (1) If the native language or other mode of communication of the parent(s) or adult student is not a written language, Vista School must take steps to ensure:
    - (2) The notice is translated orally or by other means to the parent(s) or adult student in his/her native language or other mode of communication;
    - (3) The parent(s) or adult student understands the content of the notice; and
    - (4) There is written evidence that the requirements have been met.

#### **IV.D. PROCEDURAL SAFEGUARDS NOTICE (34 CFR § 300.504; RULES IV.D.)**

- 1. A copy of the procedural safeguards available to the parent(s) of a student with a disability or adult student must be given to the parent(s) or adult student only one time a year, except that a copy also must be given to the parent(s) or adult student:
  - a. Upon initial referral or parental or adult student request for evaluation;
  - b. Upon receipt of the first State complaint or a due process complaint in that school year; and
  - c. Upon request by the parent(s) or adult student.
- 2. An LEA may place a current copy of the procedural safeguards notice on its website if a website exists.
- 3. The procedural safeguards notice must include a full explanation of all the procedural safeguards relating to:
  - a. Independent educational evaluations;
  - b. Prior written notice;
  - c. Parental or adult student consent;
  - d. Access to educational records;

- e. The opportunity to present and resolve complaints through the State IEP facilitation, mediation, due process complaint or State complaint procedures, including the time period in which to file a complaint;
  - f. The opportunity for Vista School to resolve the complaint, and the difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures;
  - g. The availability of IEP facilitation and mediation;
  - h. The student's placement during pendency of hearings on due process complaints;
  - i. Procedures for students who are subject to placement in an interim alternative educational setting (IAES);
  - j. Requirements for unilateral placement by parent(s) of students or by adult students in private schools at public expense;
  - k. Hearings on due process complaints, including requirements for disclosure of evaluation results and recommendations;
  - l. State-level appeals;
  - m. Civil actions, including the time period in which to file those actions; and
  - n. Attorneys' fees.
- 4. The notice required must be in language understandable to the parent(s) or adult student.
  - 5. The parent(s) of a student with a disability or adult student may elect to receive notices by an electronic mail communication, if Vista School makes that option available (34 CFR § 300.505).
  - 6. Dispute resolution options remain available.

#### **IV.E. STATE COMPLAINT PROCEDURES (34 CFR § 300.151–153; UCA 53E-7-208; RULES IV.E.)**

Vista School follows all requirements found in Rules IV.E. regarding State Complaint Procedures.

#### **IV.F. MEDIATION (34 CFR § 300.506; RULES IV.F.)**

Vista School follows all requirements found in Rules IV.F. regarding Mediation.

#### **IV.G. FILING A DUE PROCESS COMPLAINT (34 CFR § 300.507; UCA 53E-7-208; RULES IV.G)**

Vista School follows all requirements found in Rules IV.G. regarding filing a due process complaint.

#### **IV.H. DUE PROCESS COMPLAINT (34 CFR § 300.508; RULES IV.H.)**

Vista School follows all requirements found in Rules IV.H. regarding due process complaints.

#### **IV.I. MODEL FORMS (34 CFR § 300.509; RULES IV.I.)**

The USBE staff has developed model forms to assist parent(s) or adult students in filing a State complaint, a due process hearing complaint, and requesting mediation. These forms are available on the USBE Special Education Services webpage. Parties are not required to use the State's model forms. Parents or adult students, public agencies, and other parties may use the appropriate State model form or another form or other document, so long as the form or document that is used meets, as appropriate, the content requirements for filing a due process complaint or the requirements for filing a State complaint.

#### **IV.J. RESOLUTION PROCESS (34 CFR § 300.510; RULES IV.J.)**

Vista School follows all requirements found in Rules IV.J. regarding the resolution process.

#### **IV.K. IMPARTIAL DUE PROCESS HEARING (34 CFR § 300.511; RULES IV.K.)**

Vista School follows all requirements found in Rules IV.K regarding impartial due process hearings.

#### **IV.L. HEARING RIGHTS (34 CFR § 300.512; RULES IV.L.)**

Vista School follows all requirements found in Rules IV.L. regarding hearing rights.

#### **IV.M. HEARING DECISIONS (34 CFR § 300.513; RULES IV.M.)**

Vista School follows all requirements found in Rules IV.M. regarding hearing decisions.

#### **IV.N. FINALITY OF DECISION (34 CFR § 300.514; RULES IV.N.)**

Vista School acknowledges that a decision made in a hearing conducted is final, unless a party to the hearing appeals the decision to a civil action.

#### **IV.O. STATE ENFORCEMENT MECHANISMS (34 CFR § 300.537; RULES IV.O.)**

Vista School acknowledges the state enforcement mechanisms found in Rules IV.O.

#### **IV.P. TIMELINES AND CONVENIENCE OF HEARINGS (34 CFR § 300.515; UBSE-SER IV.P.)**

Vista School follows all requirements found in Rules IV.P. regarding timelines and convenience of hearings.

#### **IV.Q. CIVIL ACTION (34 CFR § 300.516; RULES IV.Q.)**

Vista School follows all requirements found in Rules IV.Q. regarding civil action.

#### **IV.R. ATTORNEYS' FEES (34 CFR § 300.517; UCA 53E-7-208(4)(B); RULES IV.R.)**

Vista School follows all requirements found in Rules IV.R. regarding attorneys' fees.

#### IV.S. STUDENT'S STATUS DURING PROCEEDINGS (34 CFR § 300.518; RULES IV.S.)

Vista School follows all requirements found in Rules IV.S. regarding student's status during proceedings.

#### IV.T. SURROGATE PARENTS (34 CFR § 300.519; RULES IV.T.)

1. Vista School ensures the rights of a student are protected when:
  - a. No parent can be identified for a student under the age of majority;
  - b. Vista School, after reasonable efforts, cannot locate a parent for a student under the age of majority;
  - c. The student is a ward of the state under the laws of that state; or
  - d. The student is an unaccompanied homeless youth under the age of majority.
2. The duties of Vista School include the assignment of an individual to act as a surrogate for the parent(s) for a student under the age of majority. This must include a method for determining whether a student under the age of majority needs a surrogate parent and for assigning a surrogate parent to the student.
3. In the case of a student who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the student's case, provided that the surrogate meets the requirements.
4. Vista School may select a surrogate parent in any way permitted under State law.
5. Vista School must ensure that a person selected as a surrogate parent:
  - a. Is not an employee of the USBE, Vista School, or any other agency that is involved in the education or care of the student;
  - b. Has no personal or professional interest that conflicts with the interest of the student he/she represents; and
  - c. Has knowledge and skills that ensure adequate representation of the student.
6. A person otherwise qualified to be a surrogate parent is not an employee of Vista School solely because the person is paid by Vista School to serve as a surrogate parent.
7. In the case of a student who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogates until a surrogate can be appointed who meets all of the requirements.
8. The surrogate parent may represent the student in all matters relating to the identification, evaluation, and educational placement of the student, and the provision of a FAPE to the student.

9. The USBE and Vista School staff must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 calendar days after Vista School determines the student needs a surrogate.

#### IV.U. TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY (34 CFR § 300.520; RULES IV.U.)

1. When a student with a disability reaches the age of majority under State law (i.e., age 18) that applies to all students, except for a student with a disability who has been determined to be incompetent under State law, or the student with a disability marries or becomes emancipated:
  - a. Vista School must provide any notice required by Part B of the IDEA to both the individual and the parent(s); and
  - b. All other rights accorded to parents under Part B of the IDEA transfer to the student;
  - c. All rights accorded to parents under Part B of the IDEA transfer to students who are incarcerated in an adult or juvenile State or local correctional institution; and
  - d. Whenever a state transfers rights, Vista School must notify the individual and the parent(s) of the transfer of rights within a reasonable time frame.

#### IV.V. CONFIDENTIALITY (34 CFR § 300.610; R277-487; RULES IV.V.)

Vista School takes appropriate steps to ensure the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the LEAs pursuant to Part B of the IDEA and R277-487.

1. Definitions (34 CFR § 300.611).

As used in these procedural safeguards:

- a. *Destruction* means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- b. *Education records* means the type of records covered under the definition of “education records” in 34 CFR § 99, implementing regulations for the Family Educational Rights and Privacy Act of 1974, 20 USC § 1232g (FERPA).
- c. *Participating agency* means any agency or institution that collects, maintains, or uses personally identifiable information (PII), or from which information is obtained, under Part B of the IDEA.

2. Notice to parent(s) or adult student (34 CFR § 300.612).

- a. Vista School must give notice that is adequate to fully inform parent(s) or adult students, including:
  - (1) A description of the extent that the notice is given in the native languages of the various population groups in the State;

- (2) A description of the students on whom PII is maintained, the types of information sought, the methods Vista School intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
  - (3) A summary of the policies and procedures Vista School must follow regarding storage, disclosure to third parties, retention, and destruction of PII; and
  - (4) A description of all of the rights of parents and students regarding this information, including the rights under FERPA.
3. Before any major identification, location, or evaluation activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents or adult students throughout Vista School of the activity.
4. Access rights (34 CFR § 300.613).
  - a. Vista School must permit parents or adult students to inspect and review any education records relating to their student or themselves that are collected, maintained, or used by the LEA. Vista School must comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing or resolution session, and in no case more than 45 calendar days after the request has been made.
  - b. The right to inspect and review education records under this section includes:
    - (1) The right to a response from Vista School to reasonable requests for explanations and interpretations of the records;
    - (2) The right to request that Vista School provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent or adult student from exercising the right to inspect and review the records; and
    - (3) The right to have a representative of the parent or adult student inspect and review the records.
  - c. Vista School may presume that the parent(s) or adult student has authority to inspect and review records relating to his/her student unless Vista School has been advised that the parent(s) does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.
5. Record of access (34 CFR § 300.614).

Vista School must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA and the Rules (except access by parents or adult students and authorized employees of the LEA), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

6. Records on more than one student (34 CFR § 300.615).

If any education record includes information on more than one student, the parent(s) of those students or the adult students have the right to inspect and review only the information relating to their student or themselves or to be informed of that specific information.

7. List of types and locations of information (34 CFR § 300.616).

On request, Vista School must provide parents or adult students with a list of the types and locations of education records collected, maintained, or used by the LEA.

8. Fees (34 CFR § 300.617).

- a. Vista School may charge a fee for copies of records that are made for parent(s) or adult students under Part B of the IDEA if the fee does not effectively prevent the parent(s) or adult students from exercising their right to inspect and review those records.
- b. The USBE staff and an LEA may not charge a fee to search for or to retrieve information under Part B of the IDEA.

9. Amendment of records at parent's(s') request (34 CFR § 300.618).

- a. A parent or adult student who believes that information in the education records collected, maintained, or used under Part B of the IDEA or Rules is inaccurate or misleading or violates the privacy or other rights of the student may request Vista School to amend the information.
- b. Vista School must decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request.
- c. If Vista School decides to refuse to amend the information in accordance with the request, it must inform the parent or adult student of the refusal and advise the parent(s) or adult student of the right to a hearing on the matter.

10. Opportunity for a hearing (34 CFR § 300.619).

- a. Vista School must, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. This hearing is not an IDEA due process complaint/hearing.

11. Result of hearing (34 CFR § 300.620).

- a. If, as a result of the hearing, Vista School decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it must amend the information accordingly and so inform the parent(s) or adult student in writing.
- b. If, as a result of the hearing, Vista School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the



student, it must inform the parent(s) or adult student of the right to place in the records it maintains on the student a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the LEA.

- c. Any explanation placed in the records of the student under this section must:
  - (1) Be maintained by the LEA as part of the records of the student as long as the record or contested portion is maintained by the LEA; and
  - (2) If the records of the student or the contested portion are disclosed by the LEA to any party, the explanation must also be disclosed to the party.

#### 12. Hearing procedures (34 CFR § 300.621).

A hearing that challenges education records must be conducted according to the procedures under 34 CFR § 99.22 as described below. At a minimum, Vista School's hearing procedures must adhere to the following requirements:

- a. The hearing shall be held within a reasonable period of time after the LEA receives the request, and the parent(s) of the student or adult student shall be given notice of the date, place, and time reasonably in advance of the hearing.
- b. The hearing may be conducted by any party, including an official of the LEA, who does not have a direct interest in the outcome of the hearing.
- c. The parent(s) of the student or adult student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or be represented by individuals of his/her choice at his/her own expense, including an attorney.
- d. The LEA shall make its decision in writing within a reasonable period of time after the conclusion of the hearing.
- e. The decision of the LEA shall be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

#### 13. Consent (34 CFR § 300.622).

- a. Except as to disclosures addressed in referral to and action by law enforcement and judicial authorities, for which parental consent is not required by 34 CFR § 99, parental or adult student consent must be obtained before PII is:
  - (1) Disclosed to anyone other than officials of participating agencies collecting or using the information under Part B of the IDEA or the Rules, or
  - (2) Used for any purpose other than meeting a requirement of Part B of the IDEA or the Rules.
- b. Vista School may not release information from education records to participating agencies without parental or adult student consent unless authorized to do so by 34 CFR §§ 99.31 and 99.34 (FERPA):

- (1) Regulation 34 CFR § 99.31 allows an LEA to disclose personally identifiable information from the education records of a student without the written consent of the parent(s) of the student or adult student, if the disclosure is:
  - (a) To other school officials, including teachers within the LEA who have been determined by the LEA to have legitimate educational interests.
  - (b) To officials of another school or school site in which the student seeks or intends to enroll, subject to the requirements set forth in 34 CFR § 99.34 below.
- (2) Regulation 34 CFR § 99.34 requires that an LEA transferring the education records of a student pursuant to 34 CFR § 99.34 above shall make a reasonable attempt to notify the parent of the student or adult student of the transfer of records at the last known address of the parent or adult student, except that the LEA does not have to provide any further notice of the transfer of records when:
  - (a) The transfer is initiated by the parent(s) or adult student at the sending LEA.
  - (b) Vista School includes in its annual notice of procedural safeguards, that it is the policy of the LEA to forward education records on request to a school in which a student seeks or intends to enroll.
  - (c) Vista School transferring the records must keep a copy of the records for three years after the transfer.
- c. Vista School, upon receiving PII from another educational agency or institution, may make further disclosure of the information on behalf of the LEA without the prior written consent of the parent(s) or adult student if the conditions of 34 CFR §§ 99.31 and 99.34 noted above are met, and if the educational agency informs the party to whom disclosure is made of these requirements.
- d. If the parent(s) or adult student refuses consent for the release of PII to a third party, then that party may proceed with statutory procedures in an effort to obtain the desired information.

Note: As authorized in 34 CFR § 99.31 (FERPA), Vista School includes in the annual procedural safeguards notice that it is their policy to forward educational records of a student with disabilities without parental or adult student consent or notice to officials of another school or school district in which a student seeks or intends to enroll.

#### 14. Safeguards (34 CFR § 300.623).

- a. Vista School must protect the confidentiality of PII at collection, storage, disclosure, and destruction stages.
- b. One official at each LEA must assume responsibility for ensuring the confidentiality of any PII.

- c. All persons at Vista School collecting or using PII must receive training or instruction regarding the State's policies and procedures in Rules IV.V. and 34 CFR § 99.
- d. Vista School must maintain, for public inspection, a current listing of the names and positions of those employees within the LEA who may have access to personally identifiable information on students with disabilities.

15. Destruction of information (34 CFR § 300.624).

- a. Vista School must inform parents or adult student when PII collected, maintained, or used under Part B of the IDEA and Rules is no longer needed to provide educational services to the student.
- b. The information no longer needed must be destroyed at the request of the parent(s) or adult student. However, a permanent record of a student's name, address, phone number, his/her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.
- c. Each student's records may be considered "no longer needed to provide educational services" and may be destroyed three years after the student graduates or three years after the student turns 22 under IDEA. Medicaid requires that records be maintained for at least five years after the provision of services.

16. Students' rights (34 CFR § 300.625).

- a. The rights of privacy afforded to parent(s) are transferred to the student who reaches the age of 18, providing the student has not been declared incompetent by a court order or the student has married or become emancipated.
- b. Under the regulations for FERPA at 34 CFR § 99.5(a), the rights of parent(s) regarding education records are transferred to the student at age 18, providing the student has not been declared incompetent by a court order or the student has married or become emancipated.
- c. Because the rights accorded to parents under Part B of the IDEA are transferred to a student who reaches the age of 18, providing the student has not been declared incompetent by a court order or the student has married or become emancipated, the rights regarding educational records must also be transferred to the student. However, Vista School must provide any notice required under Section 615 of Part B of the IDEA to the student and the parent(s).

17. Enforcement (34 CFR § 300.626).

The confidentiality requirements of Part B of the IDEA are reviewed and approved as part of Vista School's eligibility process.

18. U.S. Department of Education use of PII (34 CFR § 300.627).

If the U.S. Department of Education or its authorized representatives collect any PII regarding students with disabilities that is not subject to the Privacy Act of 1974, 5 USC §

552a, the Secretary of Education (Secretary hereafter) applies the applicable Federal statute, and the regulations implementing those provisions in 34 CFR § 5b.

## **V. DISCIPLINE PROCEDURES (34 CFR § 300.530)**

### **V.A. DISCIPLINE PROCEDURES FOR STUDENTS WITH DISABILITIES (RULES V.A.)**

Consistent with the requirements of Part B of the IDEA and the Rules, Vista School shall establish, maintain, and implement the following policies and procedures for disciplining students with disabilities.

### **V.B. AUTHORITY OF SCHOOL PERSONNEL (34 CFR § 300.530(A–C); RULES V.B.)**

1. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.
2. School personnel may remove a student with a disability who violates a code of student conduct from his/her current placement to an appropriate interim alternative educational setting (IAES), another setting, or suspension, for not more than ten consecutive school days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
3. After a student with a disability has been removed from his/her current placement for ten school days in the same school year, during any subsequent days of removal Vista School must provide services to the extent required.
4. For disciplinary changes in placement that would exceed ten consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except after the tenth day of removal that constitutes a change in placement, the LEA must provide services to the student.

### **V.C. SERVICES (34 CFR § 300.530(D); RULES V.C.)**

1. A student with a disability who is removed from the student's current placement must:
  - a. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and
  - b. Receive, as appropriate, a functional behavior assessment, and behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.
2. The services may be provided in an IAES.

3. Vista School is only required to provide services during periods of removal to a student with a disability who has been removed from his/her current placement for ten school days or less in that school year if it also provides services to a student without disabilities who is similarly removed.
4. After a student with a disability has been removed from his/her current placement for ten school days in the same school year, if the current removal is for not more than ten consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the student's teachers, determine the extent to which services are needed, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.
5. If the removal is a change of placement, the student's IEP Team determines appropriate services to be provided during the removal.

#### **V.D. CHANGE OF PLACEMENT DUE TO DISCIPLINARY REMOVALS (34 CFR § 300.536; RULES V.D.)**

1. For purposes of removals of a student with a disability from the student's current educational placement, a change of placement occurs if:
  - a. The removal is for more than ten consecutive school days; or
  - b. The student has been subjected to a series of removals that constitute a pattern:
    - (1) Because the series of removals total more than ten school days in a school year;
    - (2) Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
    - (3) Because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.
2. Vista School determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

#### **V.E. MANIFESTATION DETERMINATION (34 CFR § 300.530(E); RULES V.E.)**

1. Within ten school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, Vista School, the parent(s) or adult student, and relevant members of the student's IEP Team (as determined by the parent(s) or adult student and the LEA) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parent(s) or adult student to determine:
  - a. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or

- b. If the conduct in question was the direct result of the LEA's failure to implement the IEP.
2. The conduct must be determined to be a manifestation of the student's disability if Vista School, the parent(s) or adult student, and relevant members of the student's IEP Team determine that the misconduct was caused by or had a direct and substantial relationship to the student's disability, or was the direct result of the LEA's failure to implement the IEP.
3. If Vista School, the parent(s) or adult student, and relevant members of the student's IEP Team determine that the misconduct was the direct result of the LEA's failure to implement the IEP, the LEA must take immediate steps to remedy those deficiencies.
4. If Vista School, the parent(s) or adult student, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the student's disability, the IEP Team must either:
  - a. Conduct a functional behavior assessment (FBA), unless Vista School had conducted a FBA before the behavior that resulted in the change of placement occurred, and implement a behavior intervention plan (BIP) for the student; or
  - b. If a BIP has already been developed, review the BIP, and modify it, as necessary, to address the behavior; and
  - c. Unless the misconduct falls under the definition of special circumstances in Rules V.E.5, return the student to the placement from which the student was removed, unless the parent or adult student and the LEA agree to a change of placement as part of the modification of the behavior intervention plan.
5. Special circumstances.

School personnel may remove a student to an IAES for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

  - a. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an LEA;
  - b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an LEA, or
  - c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA.
6. Definitions.

For purposes of this section, the following definitions apply:

- a. *Controlled substance* means a drug or other substance that cannot be distributed without a prescription, identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).
- b. *Illegal drug* means a controlled substance but does not include a drug controlled, possessed, or used under the supervision of a licensed health-care professional or one legally possessed or used under the Controlled Substances Act or under any other provision of Federal law (21 USC § 812).
- c. *Serious bodily injury* means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 USC § 1365). Serious bodily injury does not include a cut, abrasion, bruise, burn, disfigurement, physical pain, illness, or impairment of the function of a bodily member, organ or mental faculty that is temporary (20 USC § 1365).
- d. *Weapon* means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches (18 USC § 930).

#### V.F. PROCEDURAL SAFEGUARDS NOTICE (34 CFR § 300.530; RULES V.F.)

On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, Vista School must notify the parent(s) or adult student of that decision, and provide the parent(s) or adult student the procedural safeguards notice.

#### V.G. DETERMINATION OF SETTING (34 CFR § 300.531; RULES V.G.)

The student's IEP Team determines the IAES for services if the behavior that gives rise to the removal is not a manifestation of the student's disability, the removal constitutes a change of placement, or the behavior falls under the special circumstances in USBE V.E.5.

#### V.H. APPEALS BY PARENT OR LEA (34 CFR § 300.532; RULES V.H.)

- 1. The parent(s) of a student with a disability or adult student who disagrees with any decision regarding placement or the manifestation determination, or an LEA that believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may appeal the decision by filing a due process hearing complaint.
- 2. Authority of hearing officer.
  - a. A due process hearing officer hears and makes a determination regarding an appeal.
  - b. In making the determination, the hearing officer may:
    - (1) Return the student with a disability to the placement from which the student was removed if the hearing officer determines that the removal was a violation



of the discipline procedures under Part B of the IDEA or the Rules or that the student's behavior was a manifestation of the student's disability; or

- (2) Order a change of placement of the student with a disability to an appropriate IAES for not more than 45 school days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.
  - c. The appeal procedures may be repeated if Vista School believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.
3. Expedited due process hearing.
- a. Whenever a hearing is requested, the parent(s) or adult student or Vista School must have an opportunity for an impartial due process hearing.
  - b. Vista School is responsible for arranging the expedited due process hearing with the State Director of Special Education, which must occur within 20 school days of the date the complaint requesting the hearing is filed. The hearing officer must make a determination within ten school days after the hearing.
  - c. Unless the parent(s) or adult student and Vista School agree in writing to waive the resolution meeting, or agree to use mediation:
    - (1) A resolution meeting must occur within seven calendar days of receiving notice of the due process complaint; and
    - (2) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of the receipt of the due process complaint.
  - d. The decisions on expedited due process hearings are final, unless meeting the requirements of 34 CFR § 300.514(b) or 34 CFR § 300.516.

#### **V.I. PLACEMENT DURING APPEALS (34 CFR § 300.533; RULES V.I.)**

When an appeal through a due process complaint has been made by either the parent or adult student or Vista School, the student must remain in the IAES pending the decision of the hearing officer or until the expiration of the time period specified, whichever occurs first, unless the parent(s) or adult student and the SEA or LEA agree otherwise.

#### **V.J. PROTECTIONS FOR STUDENTS NOT DETERMINED ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES (34 CFR § 300.534; RULES V.J.)**

1. A student who has not been determined to be eligible for special education and related services under Part B of the IDEA, and who has engaged in behavior that violated a code of student conduct, may assert any of the protections provided for in this part if Vista School had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

2. Vista School must be deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred:
  - a. The parent(s) of the student or adult student expressed concern in writing to supervisory or administrative personnel of Vista School, or a teacher of the student, that the student is in need of special education and related services;
  - b. The parent(s) of the student or adult student requested an evaluation of the student; or
  - c. The teacher of the student, or other personnel of Vista School, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education of the LEA or to other supervisory personnel of the LEA.
3. Vista School would not be deemed to have knowledge that a student is a student with a disability if:
  - a. The parent(s) of the student or the adult student:
    - (1) Has not allowed an evaluation of the student; or
    - (2) Has refused services under this part; or
  - b. The student has been evaluated in accordance with and determined to not be a student with a disability under Part B of the IDEA.
4. If Vista School does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the disciplinary measures applied to students without disabilities who engage in comparable behaviors.
  - a. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.
    - (1) Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
    - (2) If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by Vista School and information provided by the parent(s) or adult student, the LEA must provide special education and related services.

#### **V.K. REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES (34 CFR § 300.535; RULES V.K.)**

1. Nothing in Part B of the IDEA prohibits Vista School from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to

the application of Federal and State law to crimes committed by a student with a disability.

2. Transmittal of records.

- a. If Vista School reports a crime committed by a student with a disability, it must ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the LEA reports the crime.
- b. If Vista School reports a crime under this section, it may transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

## **VI. STUDENTS WITH DISABILITIES IN OTHER SETTINGS**

### **VI.A. PRIVATE SCHOOL PLACEMENTS BY LEAS (34 CFR § 300.325; RULES VI.A.)**

1. Developing IEPs.
  - a. Before Vista School places a student with a disability in, or refers a student to, a private school or facility, Vista School must initiate and conduct a meeting to develop an IEP for the student in accordance with Part B of the IDEA and the Rules.
  - b. Vista School must ensure that a representative of the private school or facility attends the meeting. If the representative cannot attend, the LEA must use other methods to ensure participation by the private school or facility, including individual or conference telephone calls or video conferencing.
2. Reviewing and revising IEPs.
  - a. After a student with a disability is placed in a private school or facility, any meetings to review and revise the student's IEP may be initiated and conducted by the private school or facility at the discretion of Vista School.
  - b. If the private school or facility initiates and conducts these meetings, Vista School must ensure that the parent(s) or adult student and an LEA representative:
    - (1) Are involved in any decisions about the student's IEP; and
    - (2) Agree to any proposed changes in the IEP before those changes are implemented.
3. Even if a private school or facility implements a student's IEP, responsibility for compliance with this part remains with Vista School and the USBE.
4. Residential placement (34 CFR § 300.104).

If placement in a public or private residential program is necessary to provide special education and related services to a student with a disability, the program, including non-medical care and room and board, must be at no cost to the parent(s) of the student or adult student.

### **VI.B. STUDENTS WITH DISABILITIES ENROLLED BY THEIR PARENT(S) IN PRIVATE SCHOOLS WHEN FAPE IS AT ISSUE (34 CFR § 300.148; RULES VI.C.)**

1. Vista School is not required to pay for the cost of education, including special education and related services, of a student with a disability at a private school or facility if that LEA made a FAPE available to the student and the parent(s) or adult student elected to place the student in a private school or facility.
2. Disagreements between the parent(s) or adult student and an LEA regarding the availability of a program appropriate for the student, and the question of financial reimbursement, are subject to the State complaint and due process procedures in the Rules IV.G.–R.

3. If the parent(s) of a student with a disability or adult student, who previously received special education and related services under the authority of Vista School, enroll the student in a private preschool, elementary school, or secondary school without the consent of or referral by the LEA, a court or a hearing officer may require the LEA to reimburse the parent(s) or adult student for the cost of that enrollment if the court or hearing officer finds that the LEA had not made a FAPE available to the student in a timely manner prior to that enrollment and that the private placement is appropriate. A parental placement may be found to be appropriate by a hearing officer or a court even if it does not meet the State standards that apply to education provided by the USBE and LEAs.
4. The cost of reimbursement may be reduced or denied if:
  - a. At the most recent IEP Team meeting that the parent(s) or adult student attended prior to removal of the student from the public school, the parent(s) or adult student did not inform the IEP Team that they were rejecting the placement proposed by the LEA to provide a FAPE to the student, including stating their concerns and their intent to enroll their student in a private school at public expense; or
  - b. At least ten business days (including any holidays that occur on a business day) prior to the removal of the student from the public school, the parent(s) or adult student did not give written notice to the LEA of the information described in the Rules VI.C.4.a;
  - c. Prior to the parent's(s') or adult student's removal of the student from the public school, the LEA informed the parent(s) or adult student, through the prior written notice requirements, of its intent to evaluate the student (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parent(s) or adult student did not make the student available for the evaluation; or
  - d. Upon a judicial finding of unreasonableness with respect to actions taken by the parent(s) or adult student.
5. Notwithstanding the requirements for the parent(s) or adult student to provide notice to Vista School prior to removal of the student, the cost of reimbursement:
  - a. Must not be reduced or denied for failure to provide the notice if:
    - (1) The school prevented the parent(s) or adult student from providing the notice;
    - (2) The parent(s) or adult student had not received prior written notice of the notice requirement in Rules VI.C.4.a–c; or
    - (3) Compliance with the notice requirements in Rules VI.C.4.a.–c. would likely result in physical harm to the student; and
  - b. May, in the discretion of the court or a hearing officer, not be reduced or denied for failure to provide this notice if:

- (1) The parent(s) or adult student are not literate or cannot write in English; or
- (2) Compliance with Rule VI.C.4.a.–c. would likely result in serious emotional harm to the student.

#### **VI.C. STUDENTS WITH DISABILITIES ENROLLED IN HOME SCHOOL. (RULES VI.D.)**

1. Dual enrollment (R277-438 and UCA 53G-6-702).
  - a. A student with a disability who is simultaneously enrolled in both home school or private school and a public school is considered a dual enrollment student.
  - b. A student with a disability seeking dual enrollment is entitled to special education and related services, under an IEP, for the time, or for the number of courses, the student is enrolled in the public school, based on the decision of the student's IEP Team. The IEP Team must consider the amount of time and courses needed for the provision of FAPE.
2. Home schools do not meet the definition of private schools (R277-438).

#### **VI.D. STUDENTS WITH DISABILITIES ENROLLED IN VIRTUAL SETTINGS (RULES VI.F.)**

1. Students with disabilities enrolled in public education virtual settings remain entitled to special education and related services until determined no longer meeting eligibility criteria, graduate with a regular high school diploma, or reach maximum age.
2. The responsibility for FAPE for students with disabilities enrolled in public education virtual settings remains with the LEA of enrollment, unless Board Rule specifies otherwise.

#### **VI.E. STUDENTS WITH DISABILITIES WHO ARE ALSO IN STATE CUSTODY/CARE (UCA 62A-4A-701; R277-709; RULES VI.K.)**

1. The obligation to make FAPE available in the LRE, including special education and related services under Part B of the IDEA and these Rules, applies to all students with disabilities in state custody/care.
2. All requirements of these Rules apply to students with disabilities in State custody/care, including child find, LRE, and continuum of alternative placements.
3. Special education programs provided through youth in custody programs shall be monitored, through regular site monitoring visits and monthly desk monitoring on an annual basis, as directed by USBE (R277-709).
4. The USBE will develop and implement a Memorandum of Understanding (MOU) with other State agencies responsible for placing students in State custody/care across LEAs or in private facilities. The MOU will address, at a minimum, payment for education and special education services, timelines for placement, and notification of LEAs of changes in placement, and assign responsibility for FAPE.

5. LEAs must develop and implement a Memorandum of Understanding (MOU), policies, and procedures to address the process and timelines for interstate and intrastate transfers of students with disabilities in State custody/care, including the transfer of special education files, including the IEP, and the implementation of the IEP and provision of FAPE in the LRE, even in temporary placements.
  - a. The LEA transferring the records must keep a copy of the records for three years after the transfer.

#### **VI.F. STUDENTS WITH DISABILITIES WHO RESIDE IN NURSING HOMES (RULES VI.L)**

1. Students with disabilities residing in nursing homes and their parent(s) or adult students have the same rights under IDEA as all other IDEA-eligible students with disabilities.

## VII. TRANSITIONS (34 CFR § 300.1; RULES VII.)

### VII.A. TRANSITION SERVICES—SCHOOL TO POST-SCHOOL (RULES VII.B.)

#### 1. Purpose (34 CFR § 300.1; Rules VII.B.1.)

To ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

#### 2. Definition (34 CFR § 300.43; Rules VII.B.2.)

a. *Transition services* means a coordinated set of activities for a student with a disability that:

- (1) Is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability, to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- (2) Is based on the individual student's needs, taking into account the student's strengths, preferences, and interests, and includes:
  - (a) Instruction;
  - (b) Related services;
  - (c) Community experiences;
  - (d) The development of employment and other post-school adult living objectives; and
  - (e) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

b. Transition services for students with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a student with a disability to benefit from special education.

#### 3. Parent or adult student participation (34 CFR § 300.322; Rules VII.B.3.)

For a student with a disability age 14 and older, or younger if determined appropriate by the IEP Team, the notice of meeting must indicate:

- a. That a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the student;
- b. That Vista School will invite the student; and



- c. Identify any other agency that will be invited, with the consent of the parent(s) or adult student, to send a representative.
- 4. IEP Team (34 CFR § 300.321; Rules VII.B.4.)

For an IEP Team meeting that includes as a purpose the development of a transition plan:

- a. Vista School must invite the student with a disability to attend the student's IEP meeting if a purpose of the meeting will be the consideration of the post-secondary goals for the student and the transition services needed to assist the student in reaching those goals.
  - b. If the student does not attend the IEP meeting, Vista School must take other steps to ensure that the student's preferences and interests are considered.
  - c. To the extent appropriate, with the consent of the parent(s) or adult student, Vista School must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.
5. Definition of IEP (34 CFR § 300.320(b); Rules VII.B.5.)
- a. Transition services. For a student with a disability, ages 14 and older, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:
    - (1) Realistic and reasonable measurable postsecondary goals based upon annual age-appropriate transition assessments related to training or education, employment, and, where appropriate, independent living skills;
    - (2) Transition services, including multi-year courses of study, that will reasonably enable the student to reach the post-secondary goals identified on the IEP;
    - (3) Evidence that the student was invited to the IEP Team meeting where transition services are to be discussed. If the student does not attend the IEP meeting, the IEP Team must take other steps to ensure the student's preferences and interests are considered;
    - (4) If appropriate, evidence that a representative of any participating agency that might be providing or paying for any transition services was invited to the IEP Team meeting with written consent of the parent or adult student prior to the meeting; and
    - (5) Any modifications to graduation requirements, as permitted under R277-700.
  - b. Students with disabilities must have access to school counselors for the purpose of planning and must be actively invited and included (when appropriate) in school activities which address course planning (including online courses), graduation, and post-secondary education and employment (i.e., college week, scholarship opportunities, ACT, and concurrent enrollment).

6. Transfer of rights at age of majority (34 CFR §§ 300.320(c), 300.520; Rules VII.B.6.)
  - a. Not later than the student's 17th birthday, the IEP must include a dated statement, signed by the student, parent, and an LEA Representative, that the student and the student's parent(s) have been informed of parent's rights under Part B of the IDEA that will transfer to the student on reaching the age of majority (i.e., age 18), except for a student with a disability who has been determined to be incompetent by a court.
  - b. All rights accorded to parents under Part B of the IDEA transfer to the student on his/her 18th birthday unless the IEP Team determines that:
    - (1) The parent has obtained legal guardianship, power of attorney, or conservatorship; or
    - (2) The student has married or become emancipated (in which case the rights transfer at that time).
  - c. All rights accorded to parents under Part B of the IDEA transfer to students who are incarcerated in an adult or juvenile State or local correctional institution.
7. Termination of eligibility as a change of placement (34 CFR § 300.305; Rules VII.B.7.)
  - a. An evaluation is not required before the termination of a student's eligibility under this part due to graduation from secondary school with a regular high school diploma, or due to exceeding the age of eligibility for FAPE under Utah law.
  - b. For a student whose eligibility terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility for FAPE under Utah law, an LEA must provide the student with a summary of the student's academic achievement and functional performance which shall include a statement of the student's post-secondary goals, recommendations on how to assist the student in meeting the student's postsecondary goals, and a statement of when and how accommodations were used for instruction and assessment.
  - c. Receipt of a general educational development (GED) credential does not end eligibility for FAPE.
8. Failure to meet transition objectives (34 CFR § 300.324; Rules VII.B.8.)
  - a. If a participating agency, other than Vista School, fails to provide the transition services described in the IEP, the LEA must reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.
  - b. Nothing relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that LEA (34 CFR § 300.324).

- c. If any public agency other than an educational agency is otherwise obligated under Federal or State law, or assigned responsibility under State policy or an interagency agreement, to provide or pay for any services that are also considered special education or related services such as, but not limited to, services relating to assistive technology devices, assistive technology services, related services, supplementary aids and services, and transition services, that are necessary for ensuring a FAPE to students with disabilities within the State, the public agency must fulfill that obligation or responsibility, either directly or through contract or other arrangement or as provided in an interagency agreement.
9. Students with disabilities in adult prisons (34 CFR § 300.324; Rules VII.B.9.)
- a. The requirements relating to transition planning and transition services do not apply with respect to those students whose eligibility under Part B of the IDEA will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.
  - b. The obligation to make FAPE available to all students with disabilities does not apply with respect to students ages 18 through 21 to the extent that State law does not require that special education and related services under Part B of the IDEA be provided to students with disabilities who, in the last educational placement prior to their incarceration in an adult correctional facility (34 CFR § 300.102):
    - (1) Were not actually identified as being a student with a disability; and
    - (2) Did not have an IEP under Part B of the IDEA.
  - c. The exception does not apply to students with disabilities ages 18 through 21 who:
    - (1) Had been identified as a student with a disability and had received services in accordance with an IEP, but who left school prior to their incarceration; or
    - (2) Did not have an IEP in their last educational setting, but who had actually been identified as a student with a disability.

## VII.B. GRADUATION (UCA 53E-7-202; R277-705; RULES VIII.C.)

- 1. The obligation of Vista School to make FAPE available to all students with disabilities does not apply to students with disabilities who have graduated from high school with a regular high school diploma (34 CFR § 300.102(a)(3)(i)).
  - a. The exception above does not apply to students that have graduated from high school but have not been awarded a regular high school diploma (34 CFR § 300.102(a)(3)(ii)).
  - b. Vista School may not withhold a regular high school diploma from a student who has met State or LEA graduation requirements.
  - c. Graduation from high school with a regular high school diploma constitutes a change in placement, requiring prior written notice that must contain all the requirements

in Rule IV.D, including being given a reasonable time before Vista School proposed to terminate the student's eligibility under the IDEA by issuing the student a diploma (34 CFR § 300.503).

- d. The term "regular high school diploma" does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a GED (34 CFR § 300.102(a)(3)(iv)).
2. A student with a disability served by a special education program shall satisfy high school completion or graduation criteria, consistent with State and federal law and the student's IEP. Vista School may modify graduation requirements consistent with the student's IEP (R277-700-6(25)). Vista School may award a student a certificate of completion consistent with state and federal law and the student's IEP.
3. The IEP Team must refer to the USBE Special Education Graduation Guidelines for additional information regarding modifying graduation requirements and IEP substitutions.

#### VII.C. TERMINATION OF SERVICES UPON REACHING AGE 22 (R277-419-2(25)(B); RULES VII.D.)

1. If a student with a disability turns 22 any time after July 1, LEAs must continue to provide FAPE until the end of that school year.

## **VIII. RESPONSIBILITIES OF THE UTAH STATE BOARD OF EDUCATION**

In addition to the requirements listed below, Vista School provides data as required for State and Federal reports and other State functions as listed in Rules VIII.

### **VIII.A. GENERAL SUPERVISORY AUTHORITY**

1. LEA Special Education Program Funding (Rules VIII.A.3.)
  - a. Vista School shall provide, either singly or in cooperation with other school districts or public institutions, a free appropriate public education program for all students with disabilities who are enrolled in Vista School. The program shall include necessary special facilities, instruction, and education-related services. The costs of Vista School's program, or share of a joint program, shall be paid from LEA funds.
  - b. Vista School shall receive funds under UCA Title 53F, Chapter 2, State Funding-- Minimum School Program, and other applicable laws to provide special education services in accordance with the Rules.
  - c. Vista School may, singly or in cooperation with other public entities, provide education and training for persons with disabilities who are younger than 3 or older than 22. The cost of such a program may be paid from fees, contributions, and other funds received by LEA for support of the program but may not be paid from public education funds.
  - d. The requirements of Part B of the IDEA and the Rules are binding on each LEA and other public agency that has direct or delegated authority to provide special education and related services in the State of Utah.

### **VIII.B. STATE ELIGIBILITY (34 CFR § 300.110; USBE VIII.B.3.)**

1. Program Options.
  - a. Vista School takes steps to ensure that its students with disabilities have available to them the variety of educational programs and services available to nondisabled students in the area served by the agency, including art, music, industrial arts, consumer and homemaking education, and vocational education.

### **VIII.C. USBE PROGRAM MONITORING (USBE VIII.D.2-3.)**

1. Vista School is involved in the Utah's Program Improvement Planning System (UPIPS) monitoring system, as required under Part B of the IDEA, R277-709, and R277-114-3. Vista School shall complete the required activities according to the timeline provided by the USBE staff.
2. Results of the monitoring process are publicly available, upon request.

### **VIII.D. PERSONNEL QUALIFICATIONS (34 CFR § 300.156; RULES VIII.K.3-5.)**

1. Qualifications for special education teachers (R277-504).

The USBE and IDEA established qualifications for each person employed as a public school special education teacher in the State who teaches in an elementary school, middle school, or secondary school.

2. Related services personnel and paraeducators (R277-506 and R277-524).

The qualifications include qualifications for related services personnel and paraeducators that:

- a. Are consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services; and
- b. Ensure that related services personnel who deliver services in their discipline or profession:
  - (1) Meet the requirements; and
  - (2) Have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
- c. Allow paraeducators and assistants who are appropriately trained and supervised, in accordance with State law, regulation, or written policy, in meeting the requirements of this part, to be used to assist in the provision of special education and related services under Part B of the IDEA to students with disabilities.
- d. Interpreters for the Deaf.

Under UCA 35A-13-604, an individual is required to be certified as an interpreter if that individual provides interpreter services for deaf and hard of hearing students.

3. Notwithstanding any other individual right of action that a parent, adult student, or student may maintain under this part, nothing in this part shall be construed to create a right of action on behalf of an individual student or a class of students for the failure of a particular SEA, LEA, or other public agency employee to be highly qualified, or to prevent a parent or adult student from filing a State complaint about staff qualifications with the State Director of Special Education.

#### VIII.E. REPORTING ON SUSPENSION AND EXPULSION RATES (34 CFR § 300.170; RULES VIII.M.)

1. Through daily uploads, Vista School shall report to the USBE staff, through the UTREx reporting system, on the rates of long-term suspensions and expulsions of students with disabilities and nondisabled students, including data disaggregated by race and ethnicity. The USBE staff shall examine these data to determine if significant discrepancies are occurring:
  - a. Between nondisabled students and students with disabilities within Vista School.

2. If discrepancies are occurring, the USBE staff shall review and, if appropriate, require revisions in both USBE and LEA policies, procedures, and practices to ensure compliance with Part B of the IDEA.
3. Policies, procedures, and practices to be reviewed and, if appropriate, revised, include:
  - a. The development and implementation of IEPs;
  - b. The use of positive behavior interventions and supports; and
  - c. Procedural safeguards.

#### **VIII.F. PROHIBITION ON MANDATORY MEDICATION (34 CFR § 300.174; RULES VIII.X.)**

1. The USBE prohibits State and Vista School personnel from requiring parents or adult students to obtain a prescription for substances identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act for a student as a condition of attending school, receiving an evaluation, or receiving services under Part B of the IDEA (21 USC § 812(c)).
2. Nothing in Rules VIII.X.1. shall be construed to create a Federal prohibition against teachers and other school personnel consulting or sharing classroom-based observations with parent(s) or adult student regarding a student's academic and functional performance, or behavior in the classroom or school, or regarding the need for evaluation for special education or related services related to child find.

## IX. LEA ELIGIBILITY AND RESPONSIBILITIES

### IX.A. LEA ELIGIBILITY FOR IDEA PART B FUNDS (34 CFR §§ 300.211–212, 220)

Federal special education funding is made available through a grant to the state from the Office of Special Education Programs (OSEP). These funds are restricted and may only be used to provide services and program for students who qualify under Part B of the IDEA. Funds are available for students who are 3–5 (section 619 Preschool) and for students age 3–21 (section 611 School-Age). Some funds are retained at the state level for administration and for state level activities. The remaining funds are distributed to Utah Local Education Agencies (LEAs) by formula.

1. Annually, the USBE staff shall notify Vista School of the availability of Federal funds under Part B of the IDEA. In order to receive IDEA Part B flow-through funds, Vista School must have in effect a USBE-approved special education program (Rules X.B.2.), including policies and procedures that are consistent with the Rules.
2. Vista School must have a USBE-approved special education program (UCA 53F-2-307; (Rules IX.A.2). Vista School's program is approved by the state board when Vista School's special education policies and procedures are approved by the USBE special education staff and then by Vista School's local board in a public meeting. Vista School must submit documentation of the local board's approval to the USBE special education staff. The USBE approval of Vista School's policies and procedures includes the approval of any supporting documentation necessary to ensure their implementation. All required minimum components of Rules A.2.a-e are addressed in this policies and procedures manual.
3. As part of establishing eligibility for Part B funds, Vista School must have revised policies and procedures in alignment with the IDEA 2004 final regulations and current Rules within one year of the final USBE approval of Rules.
4. Policies and procedures submitted by Vista School in accordance with this section, and approved by the USBE staff, remain in effect until any of the following occur (34 CFR § 300.220):
  - a. The LEA submits modifications to the USBE staff that the SEA or LEA determines are necessary;
    - (1) The provisions of the Rules apply to any modifications in an LEA's policies and procedures in the same manner and to the same extent as the LEA's original policies and procedures.
  - b. The USBE staff gives the LEA notice of a new interpretation of the IDEA by Federal or State courts, or a change in Federal statute; or
  - c. There is an official finding of noncompliance with Federal or State law or regulations that requires a change in the LEA's policy and procedures.



5. Vista School must have on file with the USBE staff information to demonstrate that it will make available to parents of students with disabilities or adult students and to the general public all documents relating to the eligibility of the LEA under Part B of the IDEA (34 CFR § 300.212).
6. Vista School creates annual improvement goals based on the State Performance Plan (SPP) and Annual Performance Report (APR) Indicators to improve outcomes for students with disabilities (Rules IX.A.2.d(2)(r)).
7. Vista School collects and provides additional information which the USBE may require in order to meet Federal reporting requirements, including suspension and expulsion rates, LRE environments, disproportionality data, personnel information, and others (Rules IX.A.2.e).

#### **IX.B. USE OF PART B FEDERAL FUNDS BY THE LEA (34 CFR §§ 300.200–206, 208)**

1. Vista School submits a plan that provides assurances to the USBE that Vista School meets each of the conditions in Rules IX.B (34 CFR § 300.200).
2. Vista School has in effect policies, procedures, and programs that are consistent with the State policies and procedures established in the Rules (34 CFR § 300.201).
3. Use of amounts (34 CFR § 300.202).

Vista School has on file with the USBE staff information to demonstrate that amounts provided to the LEA under Part B of the IDEA:

- a. Will be expended in accordance with the applicable provision of the Rules.
  - b. Will be used only to pay the excess costs of providing special education and related services to students with disabilities consistent with the Rules; and
  - c. Will be used to supplement State, local, and other Federal funds and not to supplant those funds.
4. The excess cost requirement prevents Vista School from using funds provided under Part B of the IDEA to pay for all of the costs directly attributable to the education of a student with a disability.
  5. Vista School meets the excess cost requirement if it has spent at least a minimum average amount for the education of its students with disabilities before funds under Part B of the IDEA are used.
  6. Maintenance of effort (34 CFR § 300.203).

- a. Eligibility standard.

(1) For purposes of establishing Vista School's eligibility for an award for a fiscal year, the USBE must determine that Vista School budgets for the education of students with disabilities for at least the same amount, from at least one of the

following sources, as Vista School spent for that purpose from the same source for the most recent fiscal year for which information is available:

- (a) Local funds only;
- (b) The combination of State and local funds;
- (c) Local funds only on a per capita basis; or
- (d) The combination of State and local funds on a per capita basis.

(2) When determining the amount of funds that Vista School must budget to meet the requirement in paragraph Rules IX.B.6.a.(1), Vista School may take into consideration, to the extent the information is available, the exceptions and adjustment provided in 34 CFR §§ 300.204 and 300.205 that Vista School:

- (a) Took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which Vista School is budgeting; and
- (b) Reasonably expects to take in the fiscal year for which Vista School is budgeting.

(3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which Vista School is required to account to the Federal government directly or through the USBE may not be considered in determining whether Vista School meets the standard in Rules IX.B.6.a.(1).

b. Compliance standard.

(1) Except as provided in 34 CFR §§ 300.204 and 300.205, funds provided to Vista School under Part B of the IDEA will not be used to reduce the level of expenditures for the education of students with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.

(2) Vista School meets this standard if it does not reduce the level of expenditures for the education of students with disabilities made by Vista School from at least one of the following sources below the level of those expenditures from the same source for the preceding fiscal year, except as provided in 34 CFR §§ 300.204 and 300.205:

- (a) Local funds only;
- (b) The combination of State and local funds;
- (c) Local funds only on a per capita basis; or
- (d) The combination of State and local funds on a per capita basis.

- (3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which Vista School is required to account to the Federal government directly or through the USBE may not be considered in determining whether Vista School meets the standard of Rules IX.B.6.b.(1) and IX.B.6.b.(2).
- c. Subsequent years.
- (1) If, in the fiscal year beginning on July 1, 2013 or July 1, 2014, Vista School fails to meet the requirements of 34 CFR § 300.203 in effect at that time, the level of expenditures required of Vista School for the fiscal year subsequent to the year of the failure is the amount that would have been required in the absence of that failure, not Vista School's reduced level of expenditures.
  - (2) If, in any fiscal year beginning on or after July 1, 2015, Vista School fails to meet the requirement of Rules IX.B.6.b.(2)(a) or IX.B.6.b.(2)(c) and Vista School is relying on local funds only, or local funds only on a per capita basis, to meet the requirements of the Rules IX.B.6.a or IX.B.6.b, the level of expenditures required of Vista School for the fiscal year subsequent to the year of the failure is the amount that would have been required under Rules IX.B.6.b.(2)(a) or IX.B.6.b.(2)(c) in the absence of that failure, not Vista School's reduced level of expenditures.
  - (3) If, in any fiscal year beginning on or after July 1, 2015, Vista School fails to meet the requirement of Rules IX.B.6.b.(2)(b) or IX.B.6.b.(2)(d) and Vista School is relying on the combination of State and local funds, or the combination of State and local funds on a per capita basis, to meet the requirements of Rules IX.B.6.a or IX.B.6.b, the level of expenditures required of Vista School for the fiscal year subsequent to the year of the failure is the amount that would have been required under Rules IX.B.6.b.(2)(b) or IX.B.6.b.(2)(d) in the absence of that failure, not Vista School's reduced level of expenditures.
- d. Consequence of failure to maintain effort.
- (1) If Vista School fails to maintain its level of expenditures for the education of students with disabilities in accordance with Rules IX.B.6.b, the USBE is liable in a recovery action under section 452 of the General Education Provisions Act (20 USC § 1234a) to return to the Department, using non-Federal funds, an amount equal to the amount by which Vista School failed to maintain its level of expenditures in accordance with Rules IX.B.6.b. in that fiscal year, or the amount of Vista School's Part B subgrant in that fiscal year, whichever is lower.
  - (2) If the USBE is required to return funds to the Department because of Vista School's failure to meet the Maintenance of Effort requirement, the USBE shall reduce the amount provided to Vista School's Minimum School Program (MSP) Basic Program on a 1/12 basis.

7. Exception to maintenance of effort (34 CFR § 300.204).

Vista School may reduce the level of expenditures by Vista School under Part B of the IDEA below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following:

- a. The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
- b. A decrease in the enrollment of students with disabilities.
- c. The termination of the obligation of Vista School, consistent with this part, to provide a program of special education to a particular student with a disability that is an exceptionally costly program, as determined by the USBE staff, because the student:
  - (1) Has left the jurisdiction of Vista School;
  - (2) Has reached the age at which the obligation of Vista School to provide a FAPE to the student has terminated; or
  - (3) No longer needs the program of special education.
- d. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.
- e. The assumption of cost by the high-cost (i.e., Intensive Services fund) fund operated by the USBE staff.

8. Adjustment to local fiscal efforts in certain fiscal years (34 CFR § 300.205).

- a. For any fiscal year for which the allocation received by Vista School under Part B of the IDEA exceeds the amount the LEA received for the previous fiscal year, Vista School may reduce the level of expenditures otherwise required by maintenance of efforts requirements by not more than 50 percent of the amount of that excess.
- b. Use of amounts to carry out activities under ESEA/ESSA.

If Vista School exercises the authority to reduce the level of expenditures due to an increase in Part B funds, Vista School must use an amount of local funds equal to the reduction in expenditures to carry out activities that could be supported with funds under the ESEA/ESSA, regardless of whether Vista School is using funds under the ESEA/ESSA for those activities.

- c. The USBE staff must prohibit Vista School from reducing the level of expenditures for a fiscal year, if the USBE staff determines that:
  - (1) Vista School is unable to establish and maintain programs of FAPE that meet the requirements of Part B of the IDEA, or

- (2) The USBE staff has taken action against Vista School under Section 616 of the IDEA and subpart F of the regulations (Monitoring, Technical Assistance, and Enforcement).
- d. The amount of funds expended by Vista School for mandatory or voluntary Coordinated Early Intervening Services (CEIS) shall count toward the maximum amount of expenditures that Vista School may reduce under the requirements of this section.
9. If the USBE staff determines that Vista School is not meeting the requirements of the Rules, the USBE staff may prohibit Vista School from treating funds received under Part B of the IDEA as local funds under this section for any fiscal year, but only if it is authorized to do so by the State constitution or State statute.
10. School-wide programs under Title I of the ESEA/ESSA (34 CFR § 300.206).
  - a. Vista School may use funds received under Part B of the IDEA for any fiscal year to carry out a school-wide program under section 1114 of the ESEA/ESSA, except that the amount used in any school-wide program may not exceed the amount received by the LEA under Part B of the IDEA for that fiscal year:
    - (1) Divided by the number of students with disabilities in the jurisdiction of the LEA; and
    - (2) Multiplied by the number of students with disabilities participating in the school-wide program.
  - b. The funds described in this section must be considered as Federal Part B funds for purposes of the calculations required for excess costs and supplanting.
  - c. The funds may be used without regard to the requirements of 34 CFR § 300.202(a)(1) of the IDEA.
  - d. All other requirements of Part B of the IDEA must be met by Vista School using Part B funds for school-wide programs under section 1114 of the ESEA/ESSA, including ensuring that students with disabilities in school-wide program schools:
    - (1) Receive services in accordance with a properly developed IEP; and
    - (2) Are afforded all the rights and services guaranteed to students with disabilities under Part B of the IDEA.

#### **IX.C. CHARTER SCHOOLS AND THEIR STUDENTS (34 CFR § 300.209; RULES IX.C.)**

1. Students with disabilities ages 5 through 21 who attend public charter schools and their parent(s) or adult students retain all rights under Part B of the IDEA and Rules.
2. Vista School receives funding under Part B or State special education funding and is responsible for ensuring that all of the requirements of Part B of the IDEA and Rules are met. Vista School may not refer potential or enrolled students with disabilities back to

their school district of residence due to a disability, child find, or need for special education and related services, including placements.

3. Nothing in Rules prohibit school districts and charter schools from developing a Memorandum of Understanding (MOU) to address student specific needs and/or placements.

#### **IX.D. COORDINATED EARLY INTERVENING SERVICES (CEIS) (34 CFR § 300.226; RULES IX.D.)**

1. Vista School may not use more than 15 percent of the amount Vista School receives under Part B of the IDEA for any fiscal year, less any amount reduced by the LEA pursuant to maintenance of effort, if any, in combination with other amounts (which may include amounts other than education funds), to develop and implement coordinated early intervening services (CEIS), which may include interagency financing structures, for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.
2. In implementing CEIS, Vista School may carry out activities that include:
  - a. Professional learning (which may be provided by entities other than LEAs) for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavior interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
  - b. Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.
3. CEIS may not be used to limit or create a right to FAPE under Part B of the IDEA or to delay appropriate evaluation of a student suspected of having a disability.
4. Vista School must annually report to the USBE staff on:
  - a. The number of students served under this section who received early intervening services; and
  - b. The number of students served under this section who received early intervening services and subsequently receive special education and related services under Part B of the IDEA during the preceding two-year period.
5. Funds made available to carry out this section may be used to carry out coordinated early intervening services aligned with activities funded by, and carried out under, the ESEA/ESSA if those funds are used to supplement, and not supplant, funds made available under the ESEA/ESSA for the activities and services assisted under this section. LEAs should refer to the USBE CEIS Technical Assistance for additional information.

#### **IX.E. PERSONNEL DEVELOPMENT (34 CFR § 300.207; RULES IX.E.)**

1. Vista School must ensure that all personnel necessary to carry out Part B of the IDEA are appropriately and adequately prepared, subject to the requirements related to personnel qualifications and section 2122 of the ESEA/ESSA, as well as 34 CFR § 300.156; R277-504, R277-506, R277-520, and R277-524.
2. Paraeducators, when used to carry out Part B of the IDEA, must be appropriately trained and supervised, and utilized in accordance with USBE Paraeducator Standards.
3. Vista School shall provide documentation of paraeducator training and supervision to USBE staff upon request.

#### **IX.F. LEA PROVISION OF FAPE (34 CFR § 300.101; RULES IX.G.)**

1. Vista School will oversee the caseload of each special educator (including psychologists, social workers, speech-language pathologists, occupational therapists, physical therapists, adapted PE specialists, and any other related servers) to ensure that a free appropriate public education is available to all eligible students with disabilities

#### **IX.G. ROUTINE CHECKING OF HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES (34 CFR § 300.113; RULES IX.H.)**

1. Hearing aids. Vista School must ensure that hearing aids worn in school by students with hearing loss, including deafness, are functioning properly.
2. External components of surgically implanted medical devices.
  - a. Subject to Rules IX.H.2.b, each public agency must ensure that the external components of surgically implanted medical devices are functioning properly.
  - b. For a student with a surgically implanted medical device who is receiving special education and related services, Vista School is not responsible for the post-surgical maintenance, programming, or replacement of the medical device that has been surgically implanted (or of an external component of the surgically implanted medical device).

#### **IX.H. EDUCATOR LICENSE REQUIREMENTS (R277-504; R277-506; R277-520; RULES IX.I.)**

Professionals providing services to students with disabilities must hold a Utah Professional Educator License or Endorsement in the area in which they provide services. This includes special education teachers, speech/language pathologists, school psychologists, school social workers, and other professionals. Physical and occupational therapists must hold appropriate Utah licensure. The charter school administration shall be responsible for the evaluation of the appropriateness of licenses and endorsements when assigning staff members. Vista School refers to the USBE Teaching, Leadership, and Paraeducator Standards.

1. *Special Education (K–12) License* area of concentration means the license required for teaching students with disabilities in kindergarten through grade 12. Special Education areas of concentration carry endorsements in at least one of the following areas (R277-504-2(13)(a)):
  - a. Mild/Moderate Disabilities,
  - b. Severe Disabilities,
  - c. Deaf and Hard of Hearing,
  - d. Blind and Visually Impaired, and
  - e. Deafblind.
2. Teachers providing services to the single category of Speech Language Impairment must hold the appropriate license, endorsement, or area of concentration in the category of Speech Language Impairment (R277-506).
3. Teachers assigned to teach academic subjects in elementary and secondary special education programs must, in addition to their special education license, meet the standards for personnel under the USBE and the ESEA/ESSA.
4. School social workers and school psychologists providing services to students with disabilities must be licensed by the USBE (R277-506).
5. Individuals providing psychological evaluation services for students with disabilities must hold a Utah education license for school psychologists or State licensure and meet the assessment publisher's criteria for administration (R277-506).

#### IX.I. PURCHASE OF INSTRUCTIONAL MATERIALS IN ACCESSIBLE FORMATS (34 CFR § 300.210; RULES IX.J.)

1. Vista School chooses to coordinate with the National Instructional Materials Access Center (NIMAC), when purchasing print instructional materials, and must acquire those instructional materials in the same manner, and subject to the same conditions as the USBE under Rules VIII.W.
2. Nothing in this section relieves Vista School of its responsibility to ensure that students with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print disabilities or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.
3. For all purposes of this section, the USBE defines timely manner as follows: the SEA and LEAs must take reasonable steps to provide instructional materials in accessible formats to students with disabilities who need those instructional materials at the same time as other students receive instructional materials.



## **X. SPECIAL EDUCATION FUNDING (RULES X.)**

As the State Education Agency (SEA), the USBE has a responsibility under both Federal and State law to monitor implementation of the IDEA by LEAs through a system of general supervision that improves educational results and functional outcomes and ensures that public agencies meet program requirements. The special education program that is funded both from federal and state funds and it is critical to understand the similarities and differences of these funding sources.

“Federal special education funds” means funds paid to the State under IDEA Part B for the purposes of special education.

“State special education funds” means state funds appropriated to public education for the purposes of special education.

Federal special education funds are calculated, allocated, and classified differently than state special education funds. Rules X outline the regulations, restrictions, and allowable costs and activities applicable to each funding source; some requirements are the same for both funding sources and some provisions apply only to one or the other.

### **X.A. STATE SPECIAL EDUCATION FUNDS GENERALLY (RULES X.A.)**

1. State special education funds may be spent only for direct costs, as outlined in Rules. Direct costs are those elements of cost which can be easily, obviously, and conveniently identified with specific special education activities or programs, as distinguished from those costs incurred for several different activities or programs and whose elements are not readily identifiable with specific special education activities.
2. State special education funds are appropriated to the Minimum School Program (MSP) and provide restricted (categorical) monies that must be spent for the education of students with disabilities.

### **X.B. ALLOCATION OF STATE SPECIAL EDUCATION FUNDS FOR PROGRAMS FOR STUDENTS WITH DISABILITIES (UCA 53F-2-307; R277-479; RULES X.B.3.)**

1. Vista School must be current with the Utah Program Improvement Planning System (UPIPS) monitoring requirements, including correction of noncompliance within one year of notification, annual Corrective Action Plan (CAP) and Program Improvement Plan (PIP) reports, and desk audit submissions to be eligible for State special education funds.

### **X.C. SPECIAL EDUCATION ADD-ON ALLOWABLE USE (FUND 1205) (UCA 53F-2-307(1); RULES X.C.)**

1. Vista School will use Special Education add-on funds in accordance with Rules X.B. and to cover the direct costs of providing special education to students with disabilities.

**X.D. SPECIAL EDUCATION SELF-CONTAINED ALLOWABLE USE (FUND 1210) (UCA 53F-2-307(3); RULES X.E.)**

1. "Self-contained" means a public-school student with an IEP or a youth in custody/care (YIC) who receives 180 minutes or more of special education or YIC services during a typical school day per R277-419-2(35).
2. Vista School will use Special Education Self-Contained funds only for direct costs attributable to the cost of the special education of students with disabilities whose placement is a special class or self-contained environment.

**X.E. STATE SPECIAL EDUCATION IMPACT AID ALLOWABLE USE (FUND 1225) (UCA 53F-2-307(1); RULES X.I.)**

1. Vista School will use state special education funds for direct costs attributable to the cost of administering the special education program as follows:
  - a. Costs for students in state custody (prisons, detention facilities, and the state hospital)
  - b. Additional costs attributable for services to students with low-incidence disabilities

**X.F. STATE SPECIAL EDUCATION EXTENDED SCHOOL YEAR (ESY) ALLOWABLE USE (FUND 1220) (UCA 53F-2-308(2); RULES X.K.)**

1. Vista School will use state special education funds for direct costs attributable to the cost of extended year services (ESY) provided to students with disabilities, determined by the student's IEP team to require ESY in order to receive a FAPE and in accordance with R277-751.

**X.G. STATE EXTENDED SCHOOL YEAR STIPEND FOR SPECIAL EDUCATORS (EYSE) ALLOWABLE USE (FUND 1278) (UCA 53F-2-310; RULES X.M.)**

1. Vista School will use state special education funds for salaries and allowable benefits of Special Education Teachers, or Speech Language Pathologists who provide eligible services under R277-525-2.
2. A special educator receiving a stipend shall: (a) work an additional day beyond the number of days contracted with the special educator's school district or school for each daily stipend; (b) schedule the additional days of work before or after the school year; and (c) use the additional days of work to perform duties related to the IEP process, including: administering student assessments, conducting IEP meetings, writing IEP's, conferring with parent(s) or adult students, and preparing and maintaining records.

**X.H. STATE SPECIAL EDUCATION INTENSIVE SERVICES ALLOWABLE USE (FUND 1230) (UCA 53F-2-309(1); RULES X.O.)**

1. Vista School will use state special education funds for direct costs attributable to the cost of implementing IEPs for students with disabilities.

2. Cost of services to a student with a disability must be in excess of three times the annual average per pupil expenditure (APPE) as calculated by USBE Financial Operations.
3. Costs must meet the eligibility requirements outlined in R277-752.

#### **X.I. STATE SPECIAL EDUCATION FUNDS ALLOWABLE USE. (RULES X.P.)**

1. As stated in X.B., state special education funds may be spent only for direct costs, as outlined in the Rules. Direct costs are those elements of cost which can be easily, obviously, and conveniently identified with specific special education activities or programs, as distinguished from those costs incurred for several different activities or programs and whose elements are not readily identifiable with specific special education activities. (Rules X.A.1.).
2. Vista School will use state special education funds for the costs of providing for specially designed instruction, related services, and supplementary aids and services provided in a regular class or other education-related setting to a student with a disability in accordance with the IEP of the student.
3. Vista School will use state special education funds for the costs of including peer models in IEP services that require a peer model.
4. Vista School will use state special education funds for the costs of providing co-teaching, in which both a licensed general educator and licensed special education teacher plan and provide specially designed instruction.
5. Vista School follows the allowable use of state special education funds as listed in Rules X.P.6.

#### **X.J. ALLOWABLE COSTS FOR FEDERAL (IDEA) SPECIAL EDUCATION FUNDS (RULES X.R.1.; 4-7.)**

1. Funds paid to the State under IDEA Part B for the purposes of special education ("Federal special education funds") are calculated, allocated, and classified differently than State special education funds.
2. Vista School will use Federal special education funds for the costs of providing for specially designed instruction, related services, and supplementary aids and services provided in a regular class or other education-related setting to a student with a disability in accordance with the IEP of the student.
3. Vista School will use Federal special education funds for the costs of including peer models in IEP services that require a peer model.
4. Vista School will use Federal special education funds for the costs of providing co-teaching, in which both a licensed general educator and licensed special education teacher plan and provide specially designed instruction.
5. Vista School follows the allowable use of Federal special education funds, as listed in Rules X.R.8.

# Certification and Agreement for Funding for the American Rescue Plan Elementary and Secondary Education Relief Fund (ARP ESSER)

## BACKGROUND

### Purpose

The American Rescue Plan Act (ARP) 2021 was signed into law on March 11, 2021 and provides an additional \$122.8 billion for the Elementary and Secondary School Emergency Relief Fund (ARP ESSER Fund). ARP ESSER Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2020.

The Utah State Board of Education (USBE) is distributing these funds by application in alignment with the federal distribution formula. This new funding is intended to help local education agencies safely reopen schools, measure and effectively address accelerated learning, and take other actions to mitigate the impact of COVID-19 on the students and families who depend on our K-12 schools.

Although the ARP ESSER uses of funds are similar to those for ESSER I and ESSER II, there are important distinctions between the ARP ESSER and other ESSER programs, including the period of funds availability, equitable services to non-public schools, maintenance of effort, and a report on efforts to measure and address accelerated learning. LEAs may plan to use all remaining ESSER I and ESSER II funds before making use of the ARP ESSER funds, given the shorter remaining period of availability, however this is not a requirement. Please consult the accompanying [fact sheet](#) to learn more about the ARP ESSER program.

As part of the required state application for the U.S. Department of Education, USBE leaders met with a diverse group of stakeholders to get input on statewide needs in May 2021. USBE identified the following three issues currently facing students and schools across Utah as a result of or in response to the COVID-19 pandemic. We urge LEAs to consider these priority areas in designing plans for the use of ARP ESSER funds.

1. Student mental health and social emotional needs including student health foundations and protective factors.
2. Missing or Disengaged Students in K-12
3. Literacy

The ARP ESSER funds require that an LEA engage in meaningful consultation with stakeholders in the development of this plan. The LEA will assure that the public has been provided the opportunity to provide input to the LEA ARP ESSER plan, that the LEA has taken the public input into account, and that the local school board has adopted the LEA's plan for the use of ARP ESSER funds in an open and public meeting.

## Federal Allowable Use Cases

Generally, in determining whether an activity is an allowable use of funds, a State or LEA must determine:

- Is the use of funds intended to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students?
- Does the use of funds fall under one of the authorized uses of ESSER or GEER funds?
- Is the use of funds permissible under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance, 2 CFR Part 200)? In particular, is it necessary and reasonable for the performance of the ARP ESSER award?

The use cases as described in the federal American Rescue Plan legislation is detailed below. In addition, LEAs may consider the following [companion guidance that was created by the Hunt Institute](#) to support states and LEAs.

### Uses of Funds. —A local educational agency that receives funds from ARP ESSER:

1. Shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

Shall use the remaining funds for any of the following:

2. Any activity authorized by the Elementary and Secondary Education Act of 1965.
3. Any activity authorized by the Individuals with Disabilities Education Act.
4. Any activity authorized by the Adult Education and Family Literacy Act.
5. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
6. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
7. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
8. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
9. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
10. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
11. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education

Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

12. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
13. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
14. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
15. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
  - (i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
  - (ii) implementing evidence-based activities to meet the comprehensive needs of students;
  - (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
  - (iv) tracking student attendance and improving student engagement in distance education.
16. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
17. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
18. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
19. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

### **Non-Allowable Use Cases**

The Department generally does not consider the following to be an allowable use of ESSER funds, under any part of section 313:

1. subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEAs
2. expenditures related to state or local teacher or faculty unions or associations

## Funding

The USBE intends to award funding to eligible LEAs based on FFY 2020 Title I-A allocations as directed by the U.S. Department of Education. The USBE has also established a base allocation for all LEAs using the state set aside as we did with the original ESSER I and ESSER II awards.

### *One-Time Funding*

LEAs should note that the ARP ESSER is one-time funding that must be utilized by September 30, 2023 and plan expenses accordingly.

*(Please note, due to the federal Tydings Amendment, awardees have an additional 12-months to submit final reimbursement paperwork, which is the 09/30/24 date referenced in the fact sheet. We are encouraging all of our LEAs to make plans to spend by the end of the award period 09/30/23.)*

### *Equitable Services:*

An LEA that receives ARP ESSER funds under this grant is not required to provide equitable services to non-public school students and teachers with the ARP ESSER funding. The Utah State Board of Education is administering the new Emergency Assistance for Non-Public Schools ([Utah EANS Website](#)) program, which allows non-public schools to seek equitable services directly from USBE.

### *Maintenance of Records:*

Records pertaining to this award under 2 C.F.R. 200.334 and 34 C.F.R. 76.730, including financial records related to use of grant funds, must be retained separately from the LEAs original ESSER I funds awarded in 2020 and ESSER II awarded in 2021.

## **Application Deadline: August 20, 2021 at 5:00 PM in the Utah Grants Management System**

Applications will be reviewed on a rolling basis through the Utah Grants Management system. Most outcomes are determined within 2-3 business days from submission.

### **USBE Points of Contact:**

Sara Harward  
CARES Educational Specialist, USBE  
sara.harward@schools.utah.gov

Sarah Young  
Director of Strategic Initiatives, USBE  
sarah.young@schools.utah.gov

## LEA Application

Please complete the fields below on pages 5-15 that are highlighted for response and upload to the Utah Grants Management System along with the budget request:

Legal Name: Vista School

### Contact Information for LEA Representative

Name: Sam Gibbs

Position & Office: Executive Director

Address: 585 East Center Street

Telephone: 435-673-4110

Email address: sgibbs@vistautah.com

## PROPOSED USE OF FUNDS

Below we are asking each LEA to provide an explanation of how the LEA intends to use the ARP ESSER funds in alignment with the allowable use cases described by the U.S. Department of Education. We encourage LEAs to prioritize **evidence-based practices** and call those out in their narrative.

### 1. UNDERSTAND & ASSESS: Student Academic and Social Emotional Needs

USBE encourages LEAs to complete a needs assessment before determining how their portion of ESSER funds will be used. LEAs should follow existing [needs assessment protocols](#) to determine the most valuable and targeted use of ESSER funds. A needs assessment should include a review of the current state as compared to the desired state, the identification of barriers to reaching the desired state, and an analysis of the potential sources of the identified barriers.

- A. **Impacts of COVID-19 on your LEA:** Please describe the areas that have been most impacted by the coronavirus on your LEA. What has been done to determine the strategies that are needed to mitigate the effects of the pandemic? Please provide any baseline data and stakeholder feedback collected to show the impacts of COVID-19.

*Vista conducts annual stakeholder surveys of parents, teachers and employees regarding the effectiveness of Vista programs and areas that the community would like to see emphasized. In addition, the School Lands Trust Committee also does a school-wide survey to identify needs. Each year, Vista holds a series of town hall meetings where individuals can introduce interest or needs. Town hall meetings were held in January 2020 and via Zoom in a public meeting in May 2021. Vista does an in-depth data review of student achievement data including SAGE, Aspire plus, Acadience reading data, attendance, and several other survey tools. 2020/21 was Vista's year to complete accreditation with Cognia as well. The accreditation process involves numerous stakeholder surveys and interviews and a rigorous review process for all data. Vista Stakeholders (students,*



*parents, teachers, community members alike had ample opportunity to provide quality feedback through well-vetted processes. Data from stakeholder input was used as the primary driving force in the creation of Vista's 5 year strategic plan, TSSA, SLT, Early Literacy, DTL and ARP plans.*

*The above data sources revealed a large number of impacts of Covid-19 and other community priorities that had not previously been identified. The areas of emphasis include but are not limited to the following areas:*

*Attendance and Student engagement*

*Deficits in reading and writing, especially early and intermediate grades*

*Extreme deficits in Early and intermediate math skills*

*Deficits in early and intermediate science skills*

*Cleanliness, sanitation, and quality of facilities were of large concern to the community*

*Availability of PPE for students and teachers*

*Access to learning recovery programs and learning extension*

*Return to providing performances and competitions in the areas of the arts and technology*

*Stakeholders expressed a large desire for Vista to be prepared to offer synchronous distance learning options. They found asynchronous and alternate curriculums to be cumbersome and less effective. Vista does not currently have the infrastructure for this and Vista's in-class sound, viewing, and technology transmission technologies were outdated and obsolete.*

## **2. DESIGN: LEA ARP ESSER Plan and Aligned Budget**

In building budgets, please keep in mind that federal funds should be utilized to supplement your state and local funds. The ARP ESSER budget submitted through the Utah Grants Management System does not have to include state and local funds, but their availability and utilization should be considered the foundation for building recovery and acceleration plans. As you are braiding various state and federal funds, be mindful that some funds expire at different times than others. The increased federal funds will enhance the opportunities that you can offer, but we encourage you to think holistically as you assess your LEA's situation and make plans for academic recovery and acceleration.

- A. Plan to Address Accelerated learning:** Please provide a narrative response for how your LEA plans to use at least 20 percent of funds to address accelerated learning through the implementation of **evidence-based** interventions (e.g., providing intensive or high-dosage tutoring or accelerating learning), such as summer learning or summer enrichment, extended day, comprehensive after-school programs, or extended school year programs, and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

The ARP Act defines the term "evidence-based" as having the meaning in section 8101(21) of the ESEA. Accordingly, "evidence-based" includes several tiers of evidence. Specifically,

“evidence-based,” when used with respect to a State, LEA, or school activity, means an activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
  - Strong evidence from at least one well-designed and well-implemented experimental study (“tier 1”);
  - Moderate evidence from at least one well-designed and well-implemented quasi-experimental study (“tier 2”); or
  - Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias (“tier 3”); or
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention (“tier 4”).

Given the novel context created by the COVID-19 pandemic, an activity need not have generated such evidence during the COVID-19 pandemic to be considered evidence-based. The Department’s What Works Clearinghouse (available at <https://ies.ed.gov/ncee/wwc/>) identifies the tier of evidence that reviewed studies meet, as applicable. As part of the “demonstrates a rationale (tier 4)” level of evidence, grantees may develop and use approaches that are novel, if they are consistent with theoretical and empirical findings from research and the grantee will continue to review the effects of the practice to build the evidence base. Developing a logic model can help to demonstrate a rationale. Logic model resources are available at <https://ies.ed.gov/ncee/edlabs/regions/pacific/elm.asp>.

**i. Narrative for how your LEA plans use at least 20% of the total ARP ESSER award to address accelerated learning through the implementation of evidence-based outcomes.**

*The tier 2 intervention at Vista School is based off diagnostic testing such as DIBLES, CKLA diagnostic, etc. Small groups are created based on student learning needs identified during assessments and progress monitoring. These interventions are implemented by the general education teacher, as well as Title 1 paraprofessionals under the direction of the Reading Specialist. During these intervention strategies found in SPIRE, the Florida Research Center, and Wilson Language Reading System are used to systematically fill learning gaps identified during assessments. We will provide interventions 25 minutes per day, four days per week. Students will be progress monitored every 4-6 weeks using CORE Phonics to allow for fluid grouping based on need. Progress monitoring with Acadience will happen twice per month. Teachers will meet in data meetings weekly to review individual needs, collaborate about the next week’s intervention groups and make adjustments to instruction. Students who meet specified criteria based on the diagnostic tool will be exited to a new intervention group to work on their next area of need.*

*Our MTSS team meets monthly to review progress and make recommendation for students who are making adequate growth. The TAT (Teachers Assisting Teachers) will meet weekly to provide additional support for teachers who are determining next steps with regard to student interventions. The*

*tier 3 intervention at Vista School is based off diagnostic testing such as DIBLES, CKLA diagnostic, etc. Small groups are created based on student learning needs identified during assessments and progress monitoring. These interventions are implemented by the general education teacher, as well as Title 1 paraprofessionals under the direction of the Reading Specialist. During these intervention strategies found in SPIRE, the Florida Research Center, and Wilson Language Reading System are used to systematically fill learning gaps identified during assessments. We will provide interventions 25 minutes per day, four days per week. Additional minutes will be provided to meet IEP goals. All educators, including general education teacher, Title 1 aides, and special education support staff will work together to provide with necessary interventions to support adequate growth. Students will be progress monitored every 4-6 weeks using CORE Phonics to allow for fluid grouping based on need. Progress monitoring with Acadience will happen weekly for tier 3 students. Once students have arrived at grade level in all target areas for 3 consecutive progress monitoring sessions, students may be returned to Tier 1 activities until the next benchmark or universal screener. Teacher will meet in data meetings weekly to review individual needs, collaborate about the next week's intervention groups and make adjustments to instruction. Students who meet specified criteria based on the diagnostic tool will be exited to a new intervention group to work on their next area of need.*

*Vista has begun conducting a high intensity summer learning recovery program. The program runs 6 weeks, 4 days a week with 90 minute sessions. Any student identified as near proficient or well below proficient in grades K to 5 are invited to participate in targeted, small group interventions in reading and Math. Students are administered similar interventions as those offered during the school year and are progress monitored weekly or bi-weekly.*

*Vista has begun offering afterschool assistance in reading and math free to all students. Teachers will provide small group intervention based on school assessment data. Teacher will also pre-teach or re-teach key concepts to individuals or groups to accelerate growth and understanding in the Tier One setting. These after school support groups will be two days a week for math, two for reading, and 1 for academic support. In addition, there will be a specific support group two days a week for equity purposes, specifically targeting language acquisition for Vista L students.*

*Every other day for 25-30 minutes K-3 grades will participate in interventions based on student needs determined by diagnostic tools. General education teacher as well as paraprofessionals will provide interventions. We will use Acadience to progress monitor twice per month. Data meetings weekly will provide time for teachers to plan interventions for students. Entry and exit will be determined by the data collected twice per month and student mastery of content.*

*Every other day for 25-30 minutes K-3 grades will participate in interventions based on student needs determined by diagnostic tools. General education teacher as well as paraprofessionals will provide interventions. We will use Acadience to progress monitor twice per month. Data meetings weekly will provide time for teachers to plan interventions for students. Entry and exit will be determined by the data collected weekly and student mastery of content. Additional support will be provided by the special education department as determined by IEP goals for students with IEPs.*

*Grades 4-5, Vista created a 90 minute advisory each Friday. Students are broken into academic advisory groups based on assessment data and provided 90 minutes of reading/math intervention or extensions.*

*Grade 6, Vista realigned the master schedule to allow for double the number of math minutes per week, this necessitates the hiring of an additional math instructor.*

**ii. Please complete the table below for each of the activities that you will be pursuing to address learning loss.**

<b>Evidenced-based Activity Description</b>	<b>Timeframe for Implementation</b>	<b>Estimated Total Budget for Activity</b>	<b>Data Source for Measuring Effect (ex. Attendance, Acadience, RISE, ACT Aspire, local measure, etc.)</b> - Disaggregated by specific student subgroups	<b>Baseline Measure from 2018-2019 or 2019-2020 (as applicable)</b>	<b>Target for measured effect at conclusion of activity</b>
<i>Attendance and student engagement support service</i>	<i>August 2021 to May 2024</i>	<i>\$45,000</i>	<i>Attendance rate as calculated annually</i>	<i>2018/19 rate vs 2020/21 rate</i>	<i>Increase total attendance rate by 2%</i>
<i>Summer recovery tutoring</i>	<i>June 2021- August 2021 and June 2022 - August 2024</i>	<i>\$60,000</i>	<i>End of Year (EOY) Acadience Reading Scores for students in grades k-5 in the yellow or red ranges disaggregated by student subgroup</i>	<i>EOY Acadience Reading 2020/21  Skill Mastery assessment in Math</i>	<i>Average Skills mastered in Program 2021  Reading 2.76 Skills Math 2.58 Skills</i>
<i>EL Support services</i>	<i>August 2021 to August 2024</i>	<i>\$60,000</i>	<i>2018/19 EL report card data WIDA scores</i>	<i>2018/19 Rise scores and ACT Aspire plus scores.</i>	<i>Improve both growth rate and proficiency by 20% by 2024</i>

**iii. What is your process for evaluating the success of the above activities and revising your ARP ESSER plan to reflect improvements?**

*Vista engages in regular progress monitoring for all students in grades K to 8. Tier 3 students are monitored weekly or bi-weekly with intervention adjustments being made accordingly. Tier 2 students are monitored bi-weekly or monthly. Tier 1 students are progress*

*monitored every 6 to 8 weeks with GVC benchmark quizzes, Formative Sage assessments or Universal screeners 3 times annually.*

*Vista also utilizes a PLC/Academic Committee program that meets every 6 weeks. This academic Committee reviews school-wide data and programs and makes recommendations. Members of this committee also sit on the School MTSS team that reviews data and individual cases of progress monitoring.*

- iv. **How will the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students?**  
USBE encourages LEAs to reference their needs assessment to support their narrative.

*Vista also utilizes a PLC/Academic Committee program that meets every 6 weeks. This academic Committee reviews school-wide data and programs and makes recommendations. Members of this committee also sit on the School MTSS team that reviews data and individual cases of progress monitoring. Members of these two committees have disaggregated the data into subgroups monitoring economically disadvantaged, students of Color, English learners, students with disabilities, and other at-risk categories.*

*Vista has hired additional support staff including an EL supervisor that monitors the progress of each EL student and makes recommendations to teachers and families for changes and progress. Vista has hired an attendance support person to monitor student engagement and attendance and take an active role in improving attendance. Vista has hired a counseling intern as well to increase the access to social-emotional supports available to all students and reduce the number of students on counselor caseloads for current counselors. Vista conduct social emotional learning for all students, grades k to 9 weekly and has purchased a social-emotional learning app for students and families to access additional supports outside of the school day.*

**B. Plan for remainder of funds:**

Please provide a narrative response that details your LEA ARP ESSER plan for the remaining funds in alignment with the allowable use cases. We recommend you call out the federal use case language and category number in your response, as well as including your budget narrative from the Utah Grants Management System.

*Vista intends to purchase supplies to sanitize and clean the building, individual classrooms and equipment. Vista will also purchase PPE such as masks or face shields and make them available to all individuals who enter the building as part of implementing procedures to ensure student and adult safety. Vista has hired additional custodial/building maintenance staff to engage in increase sanitation efforts of common areas during the day while there is a high volume of students in the building.*

*Vista will continue to provide distance and hybrid learning opportunities to students and families that desire to engage in a high level of caution or that may be required for any reason to spend time away from the school building.*

*Vista will engage in the purchase of Reading, Math and Science materials that have a high degree of online accessibility. Vista's current curriculum has been highly focused on in person learning without a distance or home component. These deficiencies were identified in student and parent surveys and are being redressed through curriculum enhancements.*

*Vista increased its counseling staff to include a full-time mental health counselor, social emotional learning instructor, a wellness center advisor, attendance support and an additional counseling intern to supplement current mental health supports and current college and career preparation staff. Vista School will also utilize a new position for professional development and student support services for accelerated learning software programs. Additionally IT support has increased due to Covid-19 impact on technology equipment and student support for Chromebooks, deploying and software support.*

*Vista will purchase and upgrade all in class technology necessary to provide synchronous learning, including cameras, microphones, televisions, sound equipment, and other infrastructure necessary to provide quality distance learning for all students and all grades.*

<i>Category</i>	<i>Budget</i>	<i>Note:</i>
<i>Salaries (100)</i>	<i>\$180,691</i>	<i>Additional IT Support personnel, student support services, professional development and assessment director.</i>
<i>Employee Benefits (200)</i>	<i>\$27,000</i>	
<i>Purchased Professional &amp; Tech Services (300)</i>	<i>\$65,000</i>	<i>Online curriculum and enhanced learning software</i>
<i>Purchased Services (500)</i>		
<i>Travel (580)</i>	<i>\$8,000</i>	<i>Professional Development and training for teachers and staff</i>
<i>Supplies and Materials (600)</i>	<i>\$170,000</i>	<i>Classroom technology for better engagement including chrome books, TV's, sound enhancement technology.</i>
<i>Other (800)</i>		
<i>Total Remainder of Funds</i>	<i>\$450,691</i>	

### 3. Implementation and Policy

#### A. LEA Safe Return to In-Person Instruction Commitment

An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services by addressing the mitigation strategies described by the federal legislation and interim final rule. Before making the plan publicly available, the LEA must seek public comment on the plan.

We recognize that for most Utah LEAs, schools are already providing this in-person instruction. The requirements outlined below are in compliance with the ARP ESSER award, and should speak to the plans for school in fall 2021. **Please complete the “LEA Response” within the table below for each of the mitigation strategies describing if the LEA has any policies and what those policies are for the given mitigation strategy.**

Mitigation strategy	USBE and UDOH Guidance Resources	LEA Response:
Universal and correct wearing of masks	<a href="https://coronavirus.utah.gov/mask/">https://coronavirus.utah.gov/mask/</a> <a href="https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html">https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html</a> <a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a> -page 105-109	<p><i>Vista will continue to work with local health officials and the state board of education to learn and implement best practices regarding the wearing/use of masks in school.</i></p> <p><i>Vista will establish a standard of practice for mask wearing at appropriate times during the year.</i></p>
Physical distancing (e.g., including use of cohorts/podding)	<a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a> -page 101-102	<p><i>Vista will continue to implement social distancing where and practical in accordance with the Covid-19 school practices manual as it did last year.</i></p>
Handwashing and respiratory etiquette	<a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a> -page 109-111	<p>Students are taught handwashing and signs are posted throughout building.</p> <p>Students are taught to cover mouth when coughing/sneezing, and other respiratory incidents.</p>
Cleaning and maintaining	<a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf">https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</a>	<p>Vista has hired additional custodial staff to work throughout the day,</p>

healthy facilities, including improving ventilation	<a href="#"><u>19 School Manual FINAL.pdf</u></a> -page 75-84	cleaning public spaces and high traffic locations. Each classroom teacher and staff has procedures in place for cleaning work stations frequently.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	<a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf"><u>https://coronavirus-download.utah.gov/School/COVID-19 School Manual FINAL.pdf</u></a> - page 27-35	Vista requires classroom and lunchroom seating charts to enable contact tracing. When Covid-19 exposure is noted through contact tracing, all students and families are contacted and required to follow all Local Health department guidelines.
Diagnostic and screening testing	<a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf"><u>https://coronavirus-download.utah.gov/School/COVID-19 School Manual FINAL.pdf</u></a> -page 37-43; 46-51; 52-56	Vista requests that all students or staff the exhibit symptoms of Covid-19 to engage in public testing and provide negative results to school.
Efforts to provide vaccinations to educators, other staff, and students, if eligible	<a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf"><u>https://coronavirus-download.utah.gov/School/COVID-19 School Manual FINAL.pdf</u></a> -page 57-59	Vista encourages but does not require vaccination for all staff and students. Locations and opportunities for free access to vaccines are published weekly to staff and students.
Appropriate accommodations for children with disabilities with respect to the health and safety policies	<a href="https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf"><u>https://coronavirus-download.utah.gov/School/COVID-19 School Manual FINAL.pdf</u></a> -page 106, 109, 114	<i>Vista will continue to provide multiple options and accommodations to any student that requests reasonable accommodations due to health and safety considerations.</i>

- B. Please provide a link to your website where you will post this plan within 30 days of receiving the funds, to make it publicly available as required in federal legislation and rule.** This link will be made available on the USBE website and be provided to the U.S. Department of Education.

<https://www.vistautah.com/>

*The ARP plan will be linked to the rolling banner across the top of the website.*

#### 4. GEPA Section 427 (20 U.S.C. 1228a) Compliance

##### A. LEA Description of GEPA Compliance



Please describe how the LEA will comply with the requirements of GEPA Section 427 (20 U.S.C. 1228a). Comprehensive GEPA requirements are listed under the assurances section of this document. Your description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

#### **Description of GEPA Compliance:**

*Vista will abide by all applicable statutes, regulations, program plans and standards as outlined by state and federal agencies. Vista will follow proper procurement and dispersal practices as well. Vista commits to completing all reports and data submissions as requested. Vista has conducted multiple open settings to allow teachers, students, parents and community members to contribute to the planning of the use of ARP funds and will continue to solicit feedback on the implementation. Vista commits to review appropriate data to ensure care is taken to support and accelerate learning for all identified at-risk student populations.*

## **ASSURANCES**

The superintendent or charter school director assures the following:

### **Plan Development and Approval Requirements**

- The LEA must engage in meaningful consultation with stakeholders, including, but not limited to:
  - i. students;
  - ii. families;
  - iii. school and district administrators (including special education administrators); and
  - iv. teachers, principals, school leaders, other educators, school staff, and their unions.
- The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:
  - i. Tribes;
  - ii. civil rights organizations (including disability rights organizations); and
  - iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.
- The LEA assures that the public has been provided the opportunity to provide input to the development of this plan.
- The LEA has taken the public input into account in developing this plan.
- The local school board has adopted the LEA's plan for the use of ARP ESSER funds in an open and public meeting.

### **Programmatic Requirements**

- LEA plans to use at least 20 percent of funds to address accelerated learning through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.
  - To put a greater focus on social and emotional learning the Utah State Board of Education will be using the term "accelerated learning" in place of "learning loss" and assure that the use of this term is in alignment with the federal use of "learning loss."
- The LEA will only use the ARP ESSER grant Coronavirus Relief Fund to cover costs that—

- Are necessary expenditures incurred due to the public health emergency with respect to the Coronavirus Disease 2019 (COVID-19)
- The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act
- The LEAs will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act
- LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services.
  - Before making the plan publicly available, the LEA must seek public comment on the plan.
  - The LEA ARP ESSER plan includes adoption or the extent of adoption of the policies and strategies that provide continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services in the LEA ARP ESSER plan template.
  - The LEA will periodically review and revise their plan for the safe return to in-person instruction and continuity of services, no less frequently than every six months for the duration of the ARP ESSER grant (through September 30, 2023) as part of the grant administration and monitoring process.
    - Each LEA will be required to submit an assurance that this step has been completed during COVID-19 relief funding reporting and fiscal year close out occurs twice a year. This step will be required, and LEA reimbursements will be placed on hold until the assurance and submission of updated link has been provided to USBE.
  - All posted LEA plans have a point of contact and/or survey form included on the website where the plan for the safe return to in-person instruction and continuity of services is published to allow for public feedback and input throughout the calendar year.
  - The LEA will consider all public feedback in reviewing and making any revisions to the plan. The plan and any subsequent and substantive changes will be required to be approved by the local LEA school board in a public meeting.
- An LEA that receives ARP ESSER funds under this grant is **not required** to provide equitable services to non-public school students and teachers with the ARP ESSER funding. All non-public schools can seek funding support from USBE through the Emergency Assistance for Non-Public Schools (EANS) program. Please refer them to the USBE website: <https://schools.utah.gov/coronavirus?mid=4985&aid=10>
- When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, U.S. Department of Education grantees shall clearly state:
  - the percentage of the total costs of the program or project which will be financed with Federal money;
  - the dollar amount of Federal funds for the project or program; and
  - the percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.
  - Recipients must comply with these conditions under Division B, Title V, Section 505 of Public Law 115-245, Consolidated Appropriations Act, 2019.

- Grantees and subgrantees that receive grant funds under programs of the Department are responsible for maintaining internal controls regarding the management of Federal program funds under the Uniform Guidance in 2 CFR 200.302 and 200.303. In addition, grantees are responsible for ensuring that subgrantees are aware of the cash management and requirements in 2 CFR part 200, subpart D.

### **Fiscal Requirements**

- Grantees and subgrantees that receive grant funds under programs of the Department are responsible for maintaining internal controls regarding the management of Federal program funds under the Uniform Guidance in 2 CFR 200.302 and 200.303. In addition, grantees are responsible for ensuring that subgrantees are aware of the cash management and requirements in 2 CFR part 200, subpart D.

#### *Local Educational Agency Maintenance of Equity for High-Poverty Schools*

- Section 2004(c) of the ARP Act stipulates that an LEA, as a condition of receiving ARP ESSER funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023—
  - Reduce per-pupil funding (from combined State and local funding) for any high-poverty school served by such local educational agency by an amount that exceeds—
    - The total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by
    - The number of children enrolled in all schools served by the local educational agency in such fiscal year; or
  - Reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds—
    - The total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by
    - The number of children enrolled in all schools served by the local educational agency in such fiscal year.
- Exception: The above condition shall not apply to a local educational agency in federal fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year:
  - Such local educational agency has a total enrollment of less than 1,000 students.
  - Such local educational agency operates a single school.
  - Such local educational agency serves all students within each grade span with a single school.
  - Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education.

### **Reporting Requirements for ARP ESSER**

As described in the Grant Award Notification (“GAN”), USBE will ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- The LEA will comply with all reporting requirements at such time and in such manner and contain such information as the federal government, state lawmakers, and USBE may reasonably require in the future.

- Records pertaining to this award under 2 C.F.R. 200.334 and 34 C.F.R. 76.730, including financial records related to use of grant funds, must be retained separately from the LEAs ESSER I funds (awarded in 2020) and ESSER II funds (awarded in 2021).
- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act ("FFATA"); and
- Additional reporting requirements may be necessary to ensure accountability and transparency of ARP ESSER funds.

## **Records Retention**

- The LEA will cooperate with any examination of records with respect to ARP ESSER grant by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the governor; (ii) the Department of Education and/or its Inspector General; or (iii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

## **General Education Provisions Act (GEPA) Requirements for LEAs**

### *Section 442 (20 U.S.C. 1232e) Assurances*

- Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- The LEA will administer ARP ESSER funds in accordance with all applicable statutes, regulations, program plans, and applications;
- The control of funds provided to the LEA, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

- The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, ARP ESSER funds paid to that agency;
- The LEA will make reports to the governor and to the U.S. Secretary of Education as may reasonably be necessary to enable the governor and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 443, and provide access to those records, as the governor or the Secretary deem necessary to perform their duties;
- The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of ARP ESSER fund expenditures;
- Any application, evaluation, periodic program plan or report relating to ARP ESSER will be made readily available to parents and other members of the general public;
- In the case of any project involving construction—
  - The project is not inconsistent with overall State plans for the construction of school facilities, and
  - In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities
- The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- None of the funds expended under ARP ESSER will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

### **Assurance on Lobbying (34 CFR part 82)**

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by

section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<p>To the best of my knowledge and belief, all of the information and data in this certification and agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the American Rescue Plan Act or ARP Act, Text - H.R.1319 - 117th Congress (2021-2022): American Rescue Plan Act of 2021. (2021, March 11). <a href="https://www.congress.gov/bill/117th-congress/house-bill/1319/text">https://www.congress.gov/bill/117th-congress/house-bill/1319/text</a>, or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.</p>	
<p><b>Superintendent or Charter School Director (Typed Name):</b></p> <p>Sam Gibbs</p>	<p><b>Telephone:</b> 435-879-9256</p>
<p><b>Signature of Superintendent or Charter School Director*:</b></p>	<p><b>Date:</b> July 9, 2021</p>

*\*Digital signatures are preferred and require a timestamp for authentication. If a digital signature is not possible, USBE will accept a handwritten signature uploaded as a PDF.*

	Enrolled July 2021	Enrolled August 2021	Outstanding invites	Waiting list for 2021-22	Total number targeted to enroll
Kindergarten	87	92	0	0	96
1st Grade	94	101	1	16	100
2nd Grade	104	103	0	0	104
3rd Grade	105	108	0	16	104
4th Grade	108	109	1	12	108
5th Grade	119	113	1	17	112
6th Grade	134	130	0	6	145
7th Grade	146	135	0	0	145
8th Grade	130	128	0	0	145
9th Grade	82	68	0	0	60
	1109	1087	3	67	1119
Updated 8/19/21					

## COVID19 Protocols for the 2021-22 school year

For the 2021-22 school year masks will not be required. Students and staff are welcome to wear masks if they choose. Students and staff are encouraged by the Utah Department of Health to wear masks and to consider getting vaccinated to slow the spread of Covid-19. Unless mandated by state or local authorities, those decisions are left to individuals and families.

If a child is sick with any of the following symptoms they should stay home until symptoms have cleared for a 24 hour period.

- Fever 100.4 or greater
- Chills
- Cough
- Shortness of breath or trouble breathing
- Sore throat
- Muscle aches and pain
- New loss of taste or smell
- Congestion or runny nose
- Fatigue
- Nausea or vomiting
- Diarrhea

If anyone in a student's household has tested positive for covid-19, the student should stay home for 10 days, unless they are fully vaccinated.

If there is a covid-19 case reported, we will contact trace and notify the parents of any students that came in close contact.

Those students with a positive covid-19 test must stay home for 10 days following the positive test and until their symptoms have resolved for 24 hours.

If a staff member is experiencing symptoms, we ask that they stay home and consider a covid-19 test. Staff members with a positive covid-19 test must stay home for 10 days following the date of symptom onset and until symptoms have resolved for 24 hours. As essential workers, employees may continue to come to work if a member of their household tests positive for covid19 as long as the employee is symptom free. In this situation we ask that the employee monitor for symptoms and consider a covid-19 test. We also ask that the employee wear a mask for 10 days following their household member's symptom onset.



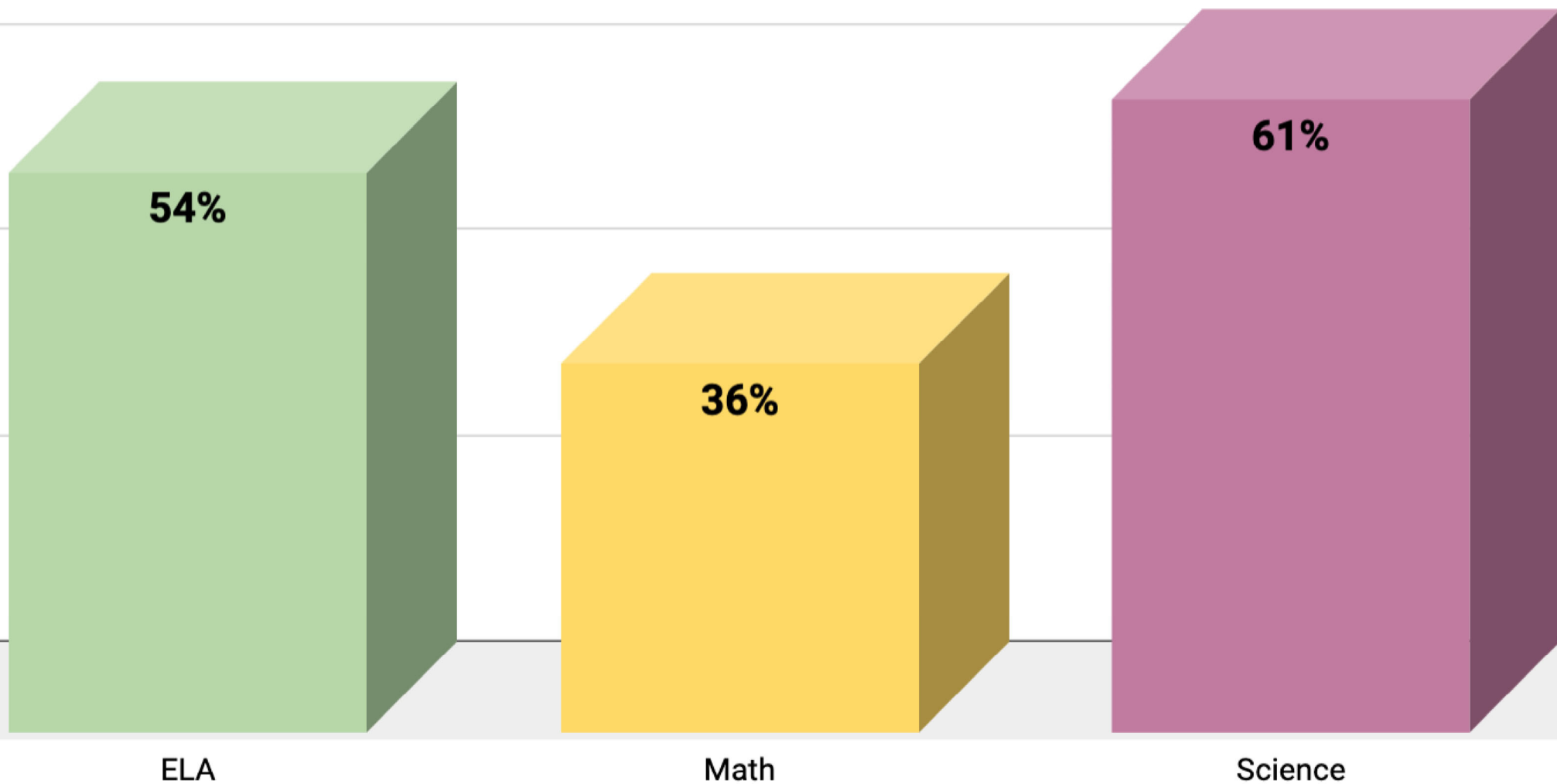
# Vista School

## Profit & Loss Budget Overview

### July 2021

	Jul 21	Less Const	Budget	\$ Over Budget	% of Budget
<b>Ordinary Income/Expense</b>					
<b>Income</b>					
1000 · Local Revenue	36,097.05	36,097.05	462,166.54	-426,069.49	7.81%
3000 · State Revenue	836,422.80	836,422.80	8,534,166.48	-7,697,743.68	9.8%
4000 · Federal Revenue	0.00	0.00	1,123,632.35	-1,123,632.35	0.0%
<b>Total Income</b>	<b>872,519.85</b>	<b>872,519.85</b>	<b>10,119,965.37</b>	<b>-9,247,445.52</b>	<b>8.62%</b>
<b>Gross Profit</b>	<b>872,519.85</b>	<b>872,519.85</b>	<b>10,119,965.37</b>	<b>-9,247,445.52</b>	<b>8.62%</b>
<b>Expense</b>					
10 · INSTRUCTION	206,096.96	206,096.96	5,398,694.85	-5,192,597.89	3.82%
21 · STUDENT SUPPORT SERVICES	10,475.87	10,475.87	378,624.26	-368,148.39	2.77%
22 · SUPPORT SERV. INSTR. STAFF	1,513.96	1,513.96	143,998.30	-142,484.34	1.05%
23 · SUPPORT SERVICES-BOARD	0.00	0.00	19.37	-19.37	0.0%
24 · SUPPORT SERV. ADMINISTRATION	21,683.34	21,683.34	648,958.27	-627,274.93	3.34%
25 · SUPPORT SERV. CENTRAL	15,723.95	15,723.95	445,846.49	-430,122.54	3.53%
26 · SUPPORT SERV. OPER. & MAINT.	17,337.88	17,337.88	381,976.11	-364,638.23	4.54%
27 · STUDENT TRANSPORTATION	4,272.31	4,272.31	44,161.10	-39,888.79	9.67%
31 · FOOD SERVICES LUNCH	8,226.83	8,226.83	360,572.91	-352,346.08	2.28%
33 · After School Program	10,528.30	10,528.30	84,393.89	-73,865.59	12.48%
45 · BLDG AQUISITION & CONSTRUCTION	849,607.12	9,194.00	10,270,381.26	-9,420,774.14	8.27%
51 · Debt Service	628,297.50	628,297.50	998,307.50	-370,010.00	62.94%
<b>Total Expense</b>	<b>1,773,764.02</b>	<b>933,350.90</b>	<b>19,155,934.31</b>	<b>-17,382,170.29</b>	<b>9.26%</b>
<b>Net Ordinary Income</b>	<b>-901,244.17</b>	<b>-60,831.05</b>	<b>-9,035,968.94</b>	<b>8,134,724.77</b>	<b>9.97%</b>
<b>Net Income</b>	<b>-901,244.17</b>	<b>-60,831.05</b>	<b>-9,035,968.94</b>	<b>8,134,724.77</b>	<b>9.97%</b>

# RISE 2021 Proficiency



## 2021-2022 School Fee Schedule

### **A. Grade Level Fees**

• 6th General Curriculum/Technology Fee	\$35
• 7th General Curriculum/Technology Fee	\$35
• 7th ACT Aspire Assessment Fee	\$25
• 8th General Curriculum/Technology Fee	\$35
• 8th ACT Aspire Assessment Fee	\$25
• 9th General Curriculum/Technology Fee	\$35
• 9th Biology Lab Fee	\$15

### **B. Program/Class Fees**

• Advanced 3D Printing	\$15
• Advanced Robotics	\$40
• Beginning/Advanced Cycling Class	\$15
• Coding with Robotics	\$30
• Information and Communications Tech	\$10
• Manufacturing Technology	\$40
• Visual Art	\$10

### **C. Auditioned Groups/Extracurricular**

• Advanced Orchestra	<del>\$400</del> <b>\$115</b>
• Dance Apprentice	<del>\$75</del> <b>\$100</b>
• Dance Corps	<del>\$75</del> <b>\$100</b>
• Dance Principal	<del>\$130</del> <b>\$125</b>
• Dance Soloist	<del>\$130</del> <b>\$125</b>
• Musicals	\$55
• Percussion (purchase)	<del>\$60</del> <b>50 (rent) \$100</b>
• Shakespeare Team	\$90
• Special Group Uniform Items	\$20
• VEX Team	\$125
• Vocal Xpressions	\$100
• VRS	\$110

### **D. Other Fees**

• Field Trips-Expected Donation	\$10 (not to exceed)
• Performing/Competition Group Trips	\$680 (not to exceed)
• Student Apparel	\$10
• VCE Classes (per class)	\$200 (not to exceed)
• Vista Transportation (bus-one way)	\$30 (per month)

- Vista Transportation (bus-round trip) \$55 (per month)
- Student Council \$15
- Mathcounts \$15

**E. Meal Fees**

- After School Snacks (Adult) \$1 (per day)
- After School Snacks (Student) \$0
- Breakfast-Full Cost \$1.50 (per day)
- Breakfast-Reduced \$0.30 (per day)
- Lunch-Full Cost (Adult) \$3.00 (per day)
- Lunch-Full Cost (Student) \$2.50 (per day)
- Lunch-Reduced \$0.40 (per day)

**F. Non-Fee Waiverable Fees**

- Damaged/Lost Laptop \$200 (not to exceed)
- Damaged/Lost Laptop Charger \$20
- Late Library Book Fee \$0.05 (per day)
- VCE Classes (per class) \$200 (not to exceed)
- Vista Transportation (bus-one way) \$30 (per month)
- Vista Transportation (bus-round trip) \$55 (per month)

**Total Student Maximum**

\$300 + Extra Curricular

**Total Family Maximum**

\$900 + Extra Curricular

## EARLY LEARNING PLAN 2021-2022

**LEA Name:** Vista School

**Date of Expected Local Board Approval:** 08/19/21

**Directions:**

- *Submission of an Early Learning Plan (sections A, B, and C) is required for each LEA regardless of applying for funding.*
- *Submission of Section D is optional depending on the LEA's intent to apply for PreK-3 Professional Learning Funds.*

**Funds Being Applied for:**

### ✓ Early Literacy Program Funds

**DISTRICT ONLY - Matching Funds:**

Program	Amount Matching	Levy
<input type="checkbox"/> Low Income Program	\$0	
<input type="checkbox"/> Guarantee Program	\$0	

**Project Abstract ONLY in Utah Grants (this does not go in your plan):**

Please see attached plan.

**Budget Narrative ONLY in Utah Grants (this does not go in your plan):**

**Allowable Funding Uses:**

These funds can be used for evidence-based intervention curriculum, literacy assessments that identify student learning needs and monitor learning progress, focused literacy interventions that may include: the use of reading specialists or paraprofessionals, tutoring, before or after school programs, summer school programs, or the use of interactive computer software programs for literacy instruction and assessments for students. These funds may be used for portable technology devices used to administer literacy assessments. This funding **CANNOT** be used for purchasing core curriculum/materials, funding salaries and benefits of general education/special education teachers, funding educators supporting grades 4 and up, travel related expenses, or to supplant funds for existing programs, but may be used to augment existing programs.

### ✓ PreK-3 Professional Learning Funds

**Project Abstract ONLY in Utah Grants:**

Please see attached plan.

**Budget Narrative ONLY in Utah Grants:****Allowable Funding Uses:**

This funding is in addition to the Early Literacy Program funds. These funds can be used for stipends for teachers to attend training, presenter fees, job-embedded coaching supports, substitute costs, to hire a coach/specialist (who support only P-3) or supplies and materials for teacher professional learning. The funding **CANNOT** be used for the purchase of property, equipment, other services, student materials and supplies, nor travel related expenses.

Click [here](#) to see LEA estimated funding amounts.

**Submission of Early Learning Plan: [Pathways to Early Learning Program \(ELP\) Plan Submission and Approval](#)**

- Submission on or before August 1st: For ELP **preapproval**, submit your plan as a WORD document to [earlylearning@schools.utah.gov](mailto:earlylearning@schools.utah.gov) by **August 1st**.
- Submission after August 1st: For ELP **final approval**, submit your plan (as an attachment), budget, and local board minutes (as an attachment) in <https://utahgrants.utah.gov/> **no later than September 1st by 5 p.m.**
- Goals must be submitted into the Data Gateway - Early Literacy Page <https://datagateway.schools.utah.gov/> **no later than September 1st by 5 p.m.**

**Submission of Professional Learning Grant Budget:**

- Submit the Professional Learning Grant budget in <https://utahgrants.utah.gov/> **no later than September 1st by 5 p.m.**

**\*Note - if applications are not concise, include excessive detail, or are too long, they will be sent back for consolidation prior to being reviewed.**

## SECTION A: EARLY LITERACY

**1. List core instruction (tier 1) components for grades K-3 in the following areas:**

Core Area	Duration	Frequency	Grades	Evidence-based Curriculum
Phonological Awareness	10-15 min	Daily	K-1	Imagine Learning and Heggerty
Phonics	30-40 min	Daily	K-3	Imagine Learning and CKLA
Fluency	15-20 min	Daily	K-3	Imagine Learning, CKLA
Vocabulary	30-40 min	Daily	K-3	Imagine Learning, CKLA

Comprehension	20-30 min	Daily	K-3	Imagine Learning, CKLA
Oral Language	Strategically embedded throughout	Daily	K-3	CKLA
Writing	20-60 min	Daily	K-3	CKLA, Correct Writing Sequence

- 2. In a single paragraph, explain how literacy assessments are used for core (tier 1) instruction to make instructional decisions and ensure interventions are aligned to students' diagnostic needs.**

Vista School uses the following reading assessments to determine student progress and mastery of content: Acadience Reading progress monitoring, Heggerty assessment, Core Phonics Survey, CKLA Diagnostic and the Six Syllable Types Screener. KEEP, Fry Sight Word, Rubrics, and Imagine Learning Diagnostic Tool. Each of these assessments serve as a comprehensive diagnostic for grade level teachers, special educators, reading specialists, and Title I instructional assistants. Classroom educators review student data in Data team meetings with the Reading Specialist as part of the MTSS program. Collaboratively, team members identify reading deficiencies and proscribe targeted intervention strategies. Teachers or team members monitor progress of students and report results to the team. Interventions will be continued if adequate progress is being made or adjustments will be made as needed.

- 3. In a single paragraph for each tier below, describe the evidence-based intervention system available to students struggling to reach grade-level benchmark goals in reading.**

**Tier 2:**

The tier 2 intervention at Vista School is based on diagnostic testing such as Acadience Reading, CKLA diagnostic, etc. Small groups are created based on student learning needs identified during assessments and progress monitoring. These interventions are implemented by the general education teacher, as well as Title 1 paraprofessionals under the direction of the Reading Specialist. During these intervention strategies found in SPIRE, the Florida Research Center, and Wilson Language Reading System are used to systematically fill learning gaps identified during assessments. We will provide interventions 25 minutes per day, four days per week. Students' progress will be monitored every 4-6 weeks using CORE Phonics to allow for fluid grouping based on need. Progress monitoring with Acadience will happen twice per month. Teachers will meet in data meetings weekly to review individual needs, collaborate about the next week's intervention groups and make adjustments to instruction. Students who meet specified criteria based on the diagnostic tool will be exited or transferred to a new intervention group to work on their next area of need.

**Tier 3:**

Our MTSS team meets monthly to review progress and make recommendations for students who are showing adequate growth. The TAT (Teachers Assisting Teachers) will meet weekly to provide additional support for teachers who are determining next steps with regard to student interventions. The tier 3 intervention at Vista School is based on diagnostic testing such as Acadience Reading, CKLA diagnostic, etc. Small groups are created based on student

learning needs identified during assessments and progress monitoring. These interventions are implemented by the general education teacher, as well as Title 1 paraprofessionals under the direction of the Reading Specialist. During these intervention strategies found in SPIRE, the Florida Research Center, and Wilson Language Reading System are used to systematically fill learning gaps identified during assessments. We will provide interventions 25 minutes per day, four days per week. Additional minutes will be provided to meet IEP goals. All educators, including general education teachers, Title 1 aides, and special education support staff will work together to provide effective interventions to support adequate growth. Students will be progress monitored every 4-6 weeks using CORE Phonics to allow for fluid grouping based on need. Progress monitoring with Acadience will occur weekly for tier 3 students. Once students have arrived at grade level in all target areas for 3 consecutive progress monitoring sessions, students may be returned to Tier 1 activities until the subsequent benchmark or universal screener. Teachers will meet in data meetings weekly to review individual needs, collaborate about the following week's intervention groups and make adjustments to instruction. Students who meet specified criteria based on the diagnostic tool will be exited/reassigned to a new intervention group to work on their next area of need.

4. Describe in one paragraph, the professional learning opportunities that will be provided for K-3 teachers, literacy coaches, and interventionists to support meeting Early Literacy goals. These funds cannot be used for faculty or staff in grades 4-6.

In-house professional development will be provided through the school learning coach and reading specialist to enhance teachers' skillsets or proficiencies in identifying student needs and providing interventions. K-3 teachers will participate in the LETRS program through the state of Utah to receive additional training on effective reading instruction. Annette Brinkman, a national trainer, will provide training on correlating learning targets and success criteria to depth of knowledge and assessments.

## SECTION B: EARLY MATHEMATICS

See [Early Mathematics Resources](#).

1. What evidence-based curriculum is being used in K-3 mathematics?

Vista School used Go Math and Imagine Math as our primary curriculum.

2. Describe how the following mathematical components are incorporated in grades K-3.

Mathematical Components	Evidence-based Strategies
<b>Conceptual Understanding:</b> the comprehension and connection of concepts, operations, and relations.	Use manipulatives to explore daily concepts, discovery learning, opportunities for mathematical discourse



<b>Procedural Fluency:</b> the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Develop automaticity through math fact games, Imagine Math Facts daily, problem solving opportunities with daily inquiry based learning (think-pair-share, require several answers to the same question, every student in the group must be able to explain the answer before the group moves on, all students are expected to answer questions and explain answers, teacher talk is minimal to increase student accountability)
<b>Strategic and Adaptive Mathematical Thinking:</b> the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.	Imagine Math daily, Go Math procedural application and discourse to justify outcomes, drawing picture/models to represent solutions/data, project based learning
<b>Productive Disposition:</b> the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	Real world applications, Growth Mindset strategies to keep trying

3. In a single paragraph, explain how mathematics assessments are used for core (tier 1) instruction and intervention to make instructional decisions and ensure interventions are aligned to students' diagnostic needs.

KEEP and Acadience will be used for tier 1 benchmarking this school year. Students are grouped based on the data collected during benchmarking and progress monitoring. Interventions are determined based on diagnostic tools.

4. In a single paragraph for each tier below, describe the evidence-based intervention system available to students struggling to reach grade-level benchmark goals in mathematics.

**Tier 2:**

Every other day for 25-30 minutes K-3 grades will participate in interventions based on student needs determined by diagnostic tools. General education teachers as well as paraprofessionals will provide interventions. We will use Acadience to monitor progress twice per month. Data meetings weekly will provide time for teachers to plan interventions for students. Entry and exit will be determined by the data collected twice per month and student mastery of content, percentages earned on benchmarks, and Acadience progress monitoring tools.

**Tier 3:**

Every other day for 25-30 minutes K-3 grades will participate in interventions based on student needs determined by diagnostic tools. General education teachers as well as paraprofessionals will provide interventions. We will use Acadience to monitor progress twice per month. Data meetings weekly will provide time for teachers to plan interventions for students. Entry and exit will be determined by the data collected weekly and student mastery of content. Percentages earned on benchmarks and data collected with Acadience progress monitoring tools will determine when tier 3 intervention is needed. Tier 3 intervention will be provided by both Title 1 aides and special

education teachers, which is a distinction between tier 2 and tier 3 interventions. Additional support will be provided by the special education department as determined by IEP goals for students with IEPs.

## SECTION C: LOCAL GOALS

**Requirements per 53F-2-503: Goals must be measurable, address current performance gaps in student literacy data, and include specific strategies for improving outcomes.**

*For literacy goals only, include early intervention K-3 software if being used.*

**Goal Sentence Frame:**

By [date], [who is responsible] will [what will change and by how much--measurable] by [how--which evidence-based strategy(ies)] will be used, including early reading software if being used] to [why—for what purpose].

### 1. Early Literacy Goal (required)

By June 15, 2022 Vista teachers and staff will maintain kindergarten students at or above benchmark on Acadience Reading sub-measure NWF CLS from MOY to EOY by ensuring that each student receives appropriate instruction with fidelity, direct instruction in CORE Phonics, and individualized instruction. This will be performed for the purpose of mastering foundational reading skills and blending whole words read.

### 2. Early Literacy Goal (required)

By June 15, 2022, Vista teachers and staff will increase by 7% 1st grade students on the Acadience Reading sub-measure NWF WWR MOY to EOY by providing individualized interventions that may include small group phonics instruction, repeated readings, and site word remediation. In addition we will progress monitor 1st grade students who did not show grade level scores at BOY and MOY benchmarks using Acadience progress monitoring. This will be performed for the purpose of helping support our students' mastery of fluency, accuracy, and comprehension skills.

**General Assurances:**

✓ The Early Learning Plan submitted has been reviewed and approved by your local school board in an open, public meeting.

✓ The Early Learning Plan must be submitted in Utah Grants along with local board approval minutes no later than September 1 by 5 p.m.

✓ The Early Learning Goals must be submitted in the Data Gateway-Early Literacy page no later than September 1 by 5 p.m.

✓ We understand our state growth goal for literacy is to achieve at least 60% of students in grades 1-3 making typical or better progress on Acadience Reading.

✓ We understand that we will assess literacy and mathematics using state mandated assessments within the state required testing windows: before September 30, December 1- January 31, and mid-April - June 15.

✓ We understand that we will submit our literacy and mathematics data and SIS special codes including if a student received or did not receive intervention by October 30, the last day in February, and June 30 annually.

✓ We understand that we must implement evidence-based interventions for reading and mathematics if a student is scoring below or well below benchmark.

✓ We understand that if our plan is not approved by October 15, we forego our Early Literacy Program funds and Professional Learning Grant funds (*see R277-406*).

✓ We understand that we will report literacy and mathematics results to all parents of students in grades 1-3 three times per year following guidelines in R277-406.

✓ We understand that if our LEA does not meet goal requirements laid out in state code and board rule for two consecutive years, our LEA will be required to participate in the System of Support.

✓ Early Literacy Program funds shall only be used for early literacy interventions and supports in kindergarten through grade 3 that have proven to significantly increase the percentage of students who are proficient in literacy (*53F-2-503*).

✓ We understand that if program money is used in a manner that is inconsistent with 53F-2-503, R277-406, 53F-5-214, and R277-326 our LEA is liable for reimbursement for the amount of funds improperly used.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Early Literacy Program funds.

## SECTION D: PreK-3 PROFESSIONAL LEARNING GRANT

Per state code 53F-5-214, the state board shall award grants to LEAs to provide teachers in preschool, kindergarten, and grades 1 through 3 with professional learning opportunities in early literacy and/or mathematics. Professional Learning must be a comprehensive, focused, sustained, and evidence-based approach to improving teachers' effectiveness in raising student achievement (Board rule R277-326). Evidence-based professional learning includes follow up and accountability from a coach/principal to ensure effective implementation and improvement in outcomes. For allowable expenditures, see R277-326. If choosing to receive these funds, you are required to complete a USBE survey of performance measures. Click [here](#) to see LEA estimated funding amounts.

### Important Definitions per Board Rule:

- **Evidence-based**- a strategy that has demonstrated a statistically significant effect on improving student outcomes.
- **Focused**-professional learning that is targeted to strategies that align with an LEA's plan and goals that would best support improving outcomes.
- **Job-embedded**-learning that is during the workday and designed to enhance instructional practices with the intent of improving student learning outcomes.
- **Professional Learning**-a comprehensive, sustained, and evidence-based approach to improving teachers' and principals' effectiveness in raising student achievement.
- **Sustained**-multiple professional learning sessions with ongoing support for implementation of professional learning for long-term change.

Check appropriate boxes to indicate professional learning focus:

<b>√ Early Literacy</b> <input type="checkbox"/> P <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<b>Early Mathematics</b> <input type="checkbox"/> P <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
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**1. Describe how the professional learning opportunities are comprehensive, focused, sustained, job-embedded, and evidence-based (see definitions above).**

LETRS is an evidence-based, comprehensive professional learning opportunity being provided for K-3 teachers, coaches, and school leaders. LETRS is targeted and aligns with a deep knowledge of the science of reading and has proven outcomes. LETRS is delivered over a 2-year period that consists of 8 professional learning sessions and online coursework that includes a job-embedded Bridge to Practice implementation piece. Coaches and leaders are included to support implementation and long-term change. LETRS has proven outcomes in Mississippi and has been reviewed in ESSA for Evidence.

**2. Describe how the professional learning opportunities are aligned with the Early Learning Plan and targeted to attain the state and local goals.** *(If choosing early math, there is no need to describe how it is targeted to attaining goals as there are no math goals this year, however the rest of this question still needs to be answered).*

LETRS is aligned with all tier 1, core instructional components in the Early Literacy section of our plan and supports all students including those with identified needs and/or intervention. The learned skills and strategies can be used to ensure that classroom instruction matches each students’ personalized needs. LETRS is aligned with our local goals that currently address our performance gaps in student literacy data and provides specific skills and strategies for improving student outcomes.

**3. Describe how your LEA intends to increase benchmark assessment scores and related outcomes through these professional learning opportunities.**

LETRS improves teacher, coach, and school leader knowledge and effectiveness while ensuring student achievement and improvement through feedback and monitoring. Fidelity to implementation will be key to ensuring improvement in Acadience Reading scores in grades K-3.

**4. Describe how the professional learning opportunities are aligned with the professional learning standards set forth in 53G-11-303 and R277-519.**

**Learning Communities:** occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal alignment

LETRS provides collaboration with a national facilitator through 8 face-t or virtual end of unit professional learning days. The LETRS course of stu that helps educators master the content and promotes collaboration ar participants and colleagues around principles of effective reading, langu and literacy instruction. Having K-3 teachers and coaches as part of this professional learning helps to build a collective responsibility, shared pu and mutual accountability. Building leaders are creating supportive con by participating in LETRS for Admin.

<b>Skillful Leaders:</b> requires skillful leaders who develop capacity, advocate, and create support systems, for professional learning	LETRS Professional Learning provides a sustainable model for all teachers and additional support in the science of reading. LETRS ensures that every teacher is supported by highly knowledgeable national facilitators that can provide further personalized support for educators throughout this ongoing, job-embedded professional learning experience. By including coaches and administrators in this professional learning opportunity we will be building a mentor and support system within our LEA.
<b>Resources:</b> requires prioritizing, monitoring, and coordinating resources for educator learning	LETRS Professional Learning provides equitable access to knowledge and resources to move the learning forward for teachers, coaches, and leaders participating in the professional learning opportunity. LETRS resources consist of print manuals, online unit instruction with learning activities and video modeling, learning resources for the participants attending face-to-face or virtual end of unit professional learning sessions. These funds are effectively prioritizing teacher professional learning around early literacy.
<b>Data:</b> uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning	LETRS provides educators and leaders with the knowledge needed to collaborate, gather, analyze, and interpret various literacy assessments that are used to guide instruction and improve student outcomes in the Utah Core Standards-foundational skills (phonological awareness, phonics, fluency, comprehension, and writing). Teachers, coaches, and administrators will use this knowledge to analyze Acadience Reading data, make informed decisions around instruction to meet the state growth goal and our local literacy goals
<b>Learning Designs:</b> integrates theories, research, and models of human learning to achieve its intended outcomes	LETRS professional learning builds upon the prior knowledge learned in teacher preparation courses and methodically addresses the systems of language and literacy instruction. Through the LETRS Bridge to Practice, teachers implement learned practices through explicit, job-embedded activities with individual students and in the classroom setting. Teachers also reflect upon these practices through journal entries and participation in PLCs. Coaches and leaders will be able to provide follow-up and feedback to provide support and monitor the practice to promote the skills and strategies learned in LETRS.
<b>Implementation:</b> applies research on change and sustains support for implementation of professional learning for long-term change	LETRS professional learning includes a Bridge to Practice component that provides supportive risk taking and ongoing reflection of these new strategies to support continuous improvement in practice. Coaches and administrators will participate in LETRS professional learning to provide ongoing support and help educators apply and implement the instructional strategies in the classroom.
<b>Outcomes:</b> aligns with performance standards for teachers and school administrators; and performance standards for students as described in the core standards for Utah	With the focus on increasing student learning, LETRS professional learning provides educators with the deep knowledge of the science of reading that is needed to provide high quality instruction to students in the Utah Core Standards-foundational skills of phonological awareness, phonics, vocabulary, fluency, comprehension, and writing. LETRS provides teachers, coaches, and

	<p>administrators with the knowledge of how to analyze student data and outcomes to provide personalized instruction to each student.</p> <p>Outcomes for LETRS participants can be measured through pre and post assessment data at the end of each unit. These data are included in the LETRS database system. These assessments measure the level of knowledge on the science of reading prior to and after training.</p>
<p><b>Technology:</b> both incorporates the use of technology in the design, implementation, and evaluation of high quality professional learning practices; and includes targeted professional learning on the use of technology devices to enhance the teaching and learning environment and the integration of technology in content delivery.</p>	<p>LETRS Professional Learning offers engaging online coursework that includes video modeling, interactive activities, Bridge to Practice instructions, and virtual support. The online coursework enhances the learning that participants will engage in with the print materials. The Bridge to Practice activities allow teachers to implement the learning immediately in their classrooms while having coaches available to provide follow-up and feedback. The online platform allows for access to professional learning in a personalized way.</p>

**General Assurances:**

✓ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - The Professional Learning Grant must be submitted in Utah Grants no later than September 1 by 5 p.m.

✓ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that if our professional learning application is not approved by October 15, we forego our Professional Learning Program funds (R277-326).

✓ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that these funds must only be used for sustained professional learning opportunities that are evidence-based and focused (R277-326).

✓ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that if program money is used in a manner that is inconsistent with 53F-5-214 and R277-326, our LEA is liable for reimbursement for the amount of funds improperly used.

✓ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand the requirement to complete a USBE survey of performance measures by the end of the year.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Professional Learning Grant funds.