

Valley Academy Inc. Public Board Meeting Agenda
June 22nd, 2023 @ 6:00 pm
539 N 870 W, Hurricane, UT 84737

1. Welcome

2. Pledge of Allegiance and Mission Statement:

At Valley Academy we are dedicated to achieving excellence in our education, our character, and our pathways for the future.*

3. Public Comment

The Board requests that you provide written notice to be heard for public comment so we can plan for the time required for this agenda item. Requests may be sent to miranda@valleyacademycharter.com. Please plan ahead for your comments to be 3 minutes or less. Due to open meeting regulations, please be aware that the board will not be able to *formally* discuss or take action on items brought up in this meeting's public comment period.

4. Monthly Training Topic: Board Evaluation

5. Review and discussion of Annual Board Calendar

6. Review and Report: Action Items from last month's meetings.

- a. Posting of items - policy, minutes, audio

7. Student Council Report

8. Business Manager's Monthly Report

9. Director's Monthly Report

10. Reports from Board Committees:

- a. Finance/Audit
- b. Policy
- c. Charter Accountability
- d. Executive

- e. Approval of the May 11th, 2023, meeting minutes.
- f. Discussion of the Risk Assessment
- g. Discussion and approval of LEA's decision to participate or not participate in School-Based Mental Health Screening
- h. Discussion and possible approval of the SPED Policy and Procedure Manual
- i. Discussion and possible approval of the Tough Mudder event.
- j. Discussion and possible approval of bus repairs.
- k. Discussion and possible approval of the following policies:
 - o Uniform Policy K-5
 - o Middle School Dress Code
 - o Removal of Online Dress Code
 - o Prohibition of Bullying, Hazing, and Retaliation
 - o Internet Safety Policy (CIPA)
 - o Parental Engagement Policy
 - o Language Action Plan Policy
 - o Gang Prevention and Intervention

- o Student Search Policy

- l. Discussion and possible approval of the final FY22-23 Budget
- m. Discussion and possible approval of the FY23-24 Budget
- n. Discussion and possible approval of the 23-24 Leadership Positions
 - i. Chair
 - ii. Vice-Chair
 - iii. Secretary
 - iv. Treasurer
- o. Discussion and possible approval of the appointment of two new Board Members
- p. Closed session, if needed. **Utah Code 52-4-205(a).**
- q. Any action necessary from closed session
- r. Recap and assignment of any action items needed from this meeting
- s. Next proposed meeting is July 13, 2023
- t. Adjourn



FY24 PROPOSED BUDGET

Budget Detail Report

		502	514	552	
		Previous Yr's Actuals	Current FY23 Forecast	Changes	FY24 Forecast
Revenue					
1000	Local				
	1510 Interest on Investments	\$ 1,600	\$ 17,500	\$ 12,500	\$ 30,000
	1610 Food Service	\$ 2,000	\$ 34,184	\$ -	\$ 34,184
	1720 Bookstore Sales (Yearbooks)	\$ 3,765	\$ 3,500	\$ -	\$ 3,500
	1720 Student Government	\$ 5,114	\$ 2,284	\$ -	\$ 2,284
	1741 General Student Fees	\$ -	\$ 5,000	\$ (5,000)	\$ -
	1743 Curricular Activity Fees	\$ 6,000	\$ 4,700	\$ -	\$ 4,700
	1747 Extra Curricular Activity Fees	\$ 6,082	\$ -	\$ -	\$ -
	1747 Ski Trip	\$ 5,700	\$ 1,957	\$ (57)	\$ 1,900
	1747 Disneyland	\$ -	\$ 8,888	\$ 3,112	\$ 12,000
	1910 Rental of Facility	\$ 7,500	\$ 7,000	\$ -	\$ 7,000
	1920 Private Donations	\$ 5,500	\$ 3,049	\$ -	\$ 3,049
	1920 Fundraisers	\$ 2,782	\$ 9,888	\$ -	\$ 9,888
	1920 Peach Days/Rodeo (Disneyland Fundraiser)	\$ -	\$ 7,800	\$ -	\$ 7,800
	1920 PTO/PAC	\$ 3,306	\$ 3,300	\$ -	\$ 3,300
	1930 Sale of Assets	\$ 700	\$ 445	\$ (445)	\$ -
	1990 Miscellaneous	\$ 8,255	\$ -	\$ -	\$ -
	Total 1000:	\$ 58,304	\$ 109,495	\$ 10,110	\$ 119,605
3000	State				
	0.3005 Regular School Prgm K	\$ 152,175	\$ 160,499	\$ 130,327	\$ 290,826
	0.3010 Regular School Prgm 1-12	\$ 1,534,985	\$ 1,689,944	\$ 167,298	\$ 1,857,242
	0.3020 Professional Staff	\$ 85,981	\$ 130,635	\$ 9,658	\$ 140,292
	31.1205 Special Education -- Add-On	\$ 331,017	\$ 394,186	\$ -	\$ 394,186
	31.1210 Special Education -- Self-Contained	\$ -	\$ -	\$ -	\$ -
	31.1220 Special Education-- Extended Year	\$ 2,259	\$ 2,259	\$ -	\$ 2,259
	31.1225 Special Education -- Impact Aid	\$ 6,171	\$ 6,907	\$ -	\$ 6,907
	31.1278 Special Education -- Extended Year Stipend	\$ 1,341	\$ -	\$ -	\$ -
	31.5201 Class Size Reduction - K-8	\$ 179,547	\$ 199,159	\$ 14,724	\$ 213,883
	31.5344 Enhancement for At-Risk Students	\$ 62,658	\$ 92,379	\$ 6,830	\$ 99,209
	32.0500 Charter School Base Fund	\$ 43,699	\$ 50,089	\$ 13,391	\$ 63,480
	32.5619 Charter School Local Replacement	\$ 1,388,314	\$ 1,566,337	\$ 130,511	\$ 1,696,848
	32.5651 Educator Professional Time	\$ -	\$ 56,694	\$ -	\$ 56,694
	32.5653 Public Ed Capital & Tech Fund	\$ -	\$ 74,117	\$ (74,117)	\$ -
	33.5641 Early Intervention OEK Grant	\$ 92,652	\$ 90,000	\$ (90,000)	\$ -
	33.5805 Early Literacy Prgm K-3	\$ 31,893	\$ 20,747	\$ 1,534	\$ 22,281
	34.5807 TSSP	\$ 5,356	\$ 2,678	\$ (2,678)	\$ -
	34.5868 Classroom Supplies & Materials	\$ 4,141	\$ 4,304	\$ 318	\$ 4,622
	34.5876 Educator Salary Adjustment	\$ 142,615	\$ 149,133	\$ 150,373	\$ 299,506
	34.5911 English Language Learner Software	\$ 2,765	\$ 5,445	\$ -	\$ 5,445
	35.5420 School Land Trust Program	\$ 66,713	\$ 69,408	\$ 7,072	\$ 76,480
	35.5666 Professional Learning Grant	\$ 5,524	\$ 4,968	\$ -	\$ 4,968
	35.5677 Computer Science Grant	\$ 20,000	\$ 20,000	\$ -	\$ 20,000
	35.5678 Teacher & Student Success Act Program	\$ 89,238	\$ 106,243	\$ 26,431	\$ 132,674
	35.5679 School Based Mental Health Grant	\$ -	\$ 40,402	\$ -	\$ 40,402
	35.5810 Library Books & Electronic Res	\$ 624	\$ 624	\$ 46	\$ 670
	38.5644 STEM Endorsement Incentive	\$ -	\$ 700	\$ -	\$ 700
	38.5654 Period Products	\$ -	\$ 1,271	\$ -	\$ 1,271
	38.5673 E-Cig & Nicotine Prevention	\$ 2,333	\$ 4,000	\$ -	\$ 4,000
	38.5674 Suicide Prevention	\$ 1,000	\$ 1,000	\$ -	\$ 1,000
	38.5697 LETRS Professional Development	\$ -	\$ 6,081	\$ (6,081)	\$ -
	38.8070 School Lunch (Liquor Tax)	\$ 50,000	\$ 35,000	\$ -	\$ 35,000
	Total 3000:	\$ 4,303,000	\$ 4,985,208	\$ 485,637	\$ 5,470,845
4000	Federal				
	42.7210 ESSER Cares	\$ -	\$ -	\$ -	\$ -
	42.7215 ESSER II CARES	\$ 145,059	\$ 49,689	\$ (49,689)	\$ -
	42.7225 ESSER III - ARP	\$ 35,923	\$ 163,769	\$ (163,769)	\$ -
	42.7230 GEERS Funding	\$ 11,800	\$ 36,593	\$ (36,593)	\$ -
	45.4522 IDEA Pre-School	\$ 2,127	\$ 2,127	\$ -	\$ 2,127
	45.4524 IDEA Part-B	\$ 90,029	\$ 90,029	\$ -	\$ 90,029
	45.4526 MTSS Grant	\$ -	\$ -	\$ -	\$ -
	45.8071 National School Lunch Prgm	\$ 22,500	\$ 40,000	\$ -	\$ 40,000
	45.8072 Free & Reduced Reimbursement	\$ 245,000	\$ 102,387	\$ -	\$ 102,387
	45.8074 Breakfast	\$ 54,000	\$ 26,793	\$ -	\$ 26,793
	45.8080 Pandemic EBT Flow Through	\$ -	\$ 628	\$ -	\$ 628
	45.8081 Emergency Operating Fund - NSLP	\$ 355	\$ -	\$ -	\$ -
	48.7801 Title IA	\$ 72,787	\$ 77,124	\$ -	\$ 77,124
	48.7860 Title IIA	\$ 12,600	\$ 12,600	\$ -	\$ 12,600
	48.7905 Title IV	\$ -	\$ 10,000	\$ -	\$ 10,000
	REAP Grant	\$ 45,626	\$ 43,905	\$ -	\$ 43,905
	Total 4000:	\$ 556,823	\$ 655,643	\$ (36,593)	\$ 405,592
	Total Revenue:	\$ 4,918,128	\$ 5,750,346	\$ 459,155	\$ 5,996,042

Budget Detail Report



	502	514	552
	Previous Yr's Actuals	Current FY23 Forecast	FY24 Forecast

Expenses

100 Salaries				
121 Principals	\$ 195,700	\$ 204,750	\$ 146,483	\$ 351,233
131 Teachers	\$ 1,300,000	\$ 1,302,426	\$ 379,005	\$ 1,681,431
132 PTO Cash Out	\$ 20,000	\$ 25,000	\$ -	\$ 25,000
132 Substitute Teachers	\$ 37,000	\$ 30,000	\$ -	\$ 30,000
133 Special Education Salary	\$ 134,750	\$ 200,000	\$ 77,271	\$ 277,271
134 Stipends	\$ 35,000	\$ 192,156	\$ -	\$ 67,794
142 Counselor/School Developer	\$ 104,743	\$ 188,333	\$ (54,533)	\$ 133,800
145 Librarian	\$ -	\$ -	\$ 19,836	\$ 19,836
149 School Nurse	\$ 5,000	\$ 47,000	\$ 4,000	\$ 51,000
152 Secretarial & Clerical	\$ 105,000	\$ 112,144	\$ -	\$ 123,339
161 Teacher Aides	\$ 75,000	\$ 86,985	\$ (31,653)	\$ 55,332
162 SpEd Aides	\$ 130,000	\$ 145,015	\$ (16,209)	\$ 128,806
163 Title I Aides	\$ 133,440	\$ 125,370	\$ 61,749	\$ 187,119
182 Custodian	\$ 95,000	\$ 100,000	\$ 1,261	\$ 101,261
183 Bus Drivers	\$ 69,390	\$ 80,820	\$ 38,430	\$ 119,250
189 Christmas Bonuses	\$ 18,524	\$ 26,423	\$ 1,577	\$ 28,000
192 Lunch Room	\$ 87,542	\$ 94,004	\$ 9,784	\$ 103,788
<i>Total 100:</i>	\$ 2,546,089	\$ 2,960,426	\$ 637,001	\$ 3,484,260
200 Benefits				
210 Retirement	\$ 95,000	\$ 104,927	\$ 23,427	\$ 128,354
220 Social Security	\$ 175,749	\$ 213,847	\$ 52,699	\$ 266,546
240 Group Insurance	\$ 410,000	\$ 450,000	\$ 22,500	\$ 472,500
270 Worker's Compensation Fund	\$ 10,760	\$ 11,081	\$ -	\$ 11,081
280 Unemployment Insurance	\$ 8,000	\$ 8,000	\$ -	\$ 8,000
<i>Total 200:</i>	\$ 699,509	\$ 787,855	\$ 98,626	\$ 886,481
300 Prof & Technical Services				
323 SpEd Services (OT / Psych / Interpreter)	\$ 52,000	\$ 55,000	\$ -	\$ 55,000
330 Employee Training & Development	\$ 18,000	\$ 11,000	\$ -	\$ 11,000
340 Legal	\$ 7,500	\$ 7,500	\$ -	\$ 7,500
350 Business Manager Services	\$ 73,656	\$ 75,129	\$ 1,503	\$ 76,632
352 Audit	\$ 13,200	\$ 19,500	\$ 500	\$ 20,000
355 Technology Services (IT)	\$ 20,000	\$ 22,000	\$ -	\$ 22,000
<i>Total 300:</i>	\$ 184,356	\$ 190,129	\$ 2,003	\$ 192,132
400 Purchased Property Services				
411 Water / Sewage	\$ 5,200	\$ 5,200	\$ -	\$ 5,200
412 Disposal Service	\$ 7,000	\$ 10,500	\$ -	\$ 10,500
415 Fire Monitoring	\$ 2,500	\$ 3,500	\$ -	\$ 3,500
430 Repairs & Maintenance	\$ 9,000	\$ 20,000	\$ -	\$ 20,000
430 Repairs & Maintenance (Bus)	\$ 20,000	\$ 20,000	\$ -	\$ 20,000
441 Building Lease	\$ 397,109	\$ 397,109	\$ -	\$ 397,109
441 Portable Lease	\$ 100,551	\$ 111,286	\$ -	\$ 111,286
443 Copy Machine Lease & Servicing	\$ 25,000	\$ 20,000	\$ -	\$ 20,000
<i>Total 400:</i>	\$ 566,360	\$ 587,595	\$ -	\$ 587,595
500 Other Services				
521 Property Insurance	\$ 7,407	\$ 5,480	\$ -	\$ 5,480
522 Liability Insurance	\$ 6,767	\$ 9,840	\$ -	\$ 9,840
530 Telephone	\$ 4,200	\$ 4,200	\$ -	\$ 4,200
540 Marketing	\$ 12,000	\$ 17,000	\$ (12,000)	\$ 5,000
542 Board Expenses	\$ 450	\$ 500	\$ -	\$ 500
580 Travel	\$ 17,000	\$ 23,881	\$ -	\$ 23,881
595 Heritage Trip	\$ (5,327)	\$ -	\$ -	\$ -
595 Student Activities	\$ 20,500	\$ 32,000	\$ -	\$ 32,000
<i>Total 500:</i>	\$ 62,997	\$ 92,901	\$ (12,000)	\$ 80,901

Budget Detail Report



	502	514	552
	Previous Yr's Actuals	Current FY23 Forecast	Changes FY24 Forecast
600 Supplies and Materials			
611 Classroom	\$ 40,000	\$ 55,000	\$ - \$ 55,000
611 Intro to Agriculture Supplies	\$ 3,000	\$ 6,182	\$ - \$ 6,182
612 Office	\$ 15,000	\$ 35,000	\$ - \$ 35,000
612 PTO/PAC	\$ 3,000	\$ 3,049	\$ 251 \$ 3,300
613 SpED Supplies	\$ 7,000	\$ 9,500	\$ - \$ 9,500
617 Student Appreciation / Parties	\$ 4,000	\$ 3,500	\$ - \$ 3,500
618 Student Gov't	\$ 2,500	\$ 7,500	\$ - \$ 7,500
618 Professional Dev / Appreciation	\$ 23,500	\$ 23,000	\$ - \$ 23,000
619 Counselor Supplies	\$ 2,500	\$ 3,000	\$ - \$ 3,000
621 Natural Gas	\$ 4,500	\$ 5,500	\$ - \$ 5,500
622 Electricity	\$ 38,000	\$ 38,000	\$ - \$ 38,000
626 Motor Fuel (Buses)	\$ 35,500	\$ 38,000	\$ 5,000 \$ 43,000
631 Food Program Supplies	\$ 178,000	\$ 140,000	\$ - \$ 140,000
641 Textbooks & Curriculum	\$ 72,000	\$ 72,000	\$ (32,000) \$ 40,000
644 Library Books	\$ 5,000	\$ 5,500	\$ - \$ 5,500
650 Supplies - Technology Related	\$ 105,520	\$ 36,806	\$ (36,806) \$ -
670 Software (Educational)	\$ 32,000	\$ 31,000	\$ (22,000) \$ 9,000
680 Maintenance & Cleaning Supplies	\$ 30,000	\$ 30,000	\$ 5,000 \$ 35,000
<i>Total 600:</i>	\$ 601,020	\$ 542,537	\$ (80,555) \$ 461,982
700 Property, Equipment			
710 Land & Site Improvements	\$ 65,000	\$ 114,000	\$ (94,000) \$ 20,000
720 Buildings	\$ -	\$ 75,000	\$ (75,000) \$ -
732 Buses	\$ -	\$ 28,263	\$ (28,263) \$ -
733 Furniture & Fixtures	\$ 12,000	\$ 9,627	\$ (1,627) \$ 8,000
734 Technology Hardware	\$ 45,000	\$ 35,000	\$ (5,000) \$ 30,000
739 Kitchen Equipment	\$ 20,000	\$ 5,701	\$ - \$ 5,701
790 Cap Ex Fund	\$ -	\$ 12,000	\$ (12,000) \$ -
<i>Total 700:</i>	\$ 142,000	\$ 279,591	\$ (215,890) \$ 63,701
800 Debt Service and Misc			
810 Dues & Fees	\$ 12,000	\$ 15,000	\$ - \$ 15,000
812 Banking Fees	\$ 3,000	\$ 3,000	\$ - \$ 3,000
831 Wells Fargo Loan Re-payment	\$ 7,000	\$ 7,000	\$ - \$ 7,000
890 Miscellaneous	\$ -	\$ -	\$ - \$ -
890 Contingency	\$ 15,000	\$ 20,000	\$ - \$ 20,000
<i>Total 800:</i>	\$ 37,000	\$ 45,000	\$ - \$ 45,000
<i>Total Expenses:</i>	\$ 4,839,331	\$ 5,486,034	\$ 316,018 \$ 5,802,052
<i>Net Income:</i>	\$ 78,796	\$ 264,312	\$ 143,137 \$ 193,991

Budget Detail Report

Actuals as of: **May 31st, 2023** Percentage of Year **91.7%**



	(514 Students) Previous Yr's Actuals FY22	(531 Students) Current Yr's Actuals FY23	(515 Students) Approved Budget FY23	Amount Changed	(531 Students) FY23 Forecast	Actuals as a % of Forecast
Revenue						
1000 Local						
1510 Interest on Investments	\$ 1,600	\$ 22,218	\$ 1,200	\$ 26,800	\$ 28,000	79.4%
1610 Food Service	\$ 2,000	\$ 49,435	\$ 979	\$ 49,021	\$ 50,000	98.9%
1720 Bookstore Sales (Yearbooks)	\$ 3,765	\$ 6,219	\$ 2,043	\$ 4,176	\$ 6,219	100.0%
1720 Student Government	\$ 5,114	\$ 3,616	\$ 1,320	\$ 2,296	\$ 3,616	100.0%
1741 General Student Fees	\$ -	\$ 2,450	\$ 5,000	\$ -	\$ 5,000	49.0%
1743 Curricular Activity Fees	\$ 6,000	\$ 3,763	\$ 4,700	\$ -	\$ 4,700	80.1%
1747 Extra Curricular Activity Fees	\$ 6,082	\$ -	\$ 4,000	\$ (4,000)	\$ -	0.0%
1747 Ski Trip	\$ 5,700	\$ 1,957	\$ 1,990	\$ (33)	\$ 1,957	100.0%
1747 Disneyland	\$ -	\$ 7,882	\$ -	\$ 8,000	\$ 8,000	98.5%
1910 Rental of Facility	\$ 7,500	\$ 8,009	\$ 7,000	\$ 1,009	\$ 8,009	100.0%
1920 Private Donations	\$ 5,500	\$ 3,049	\$ 2,500	\$ 549	\$ 3,049	100.0%
1920 Fundraisers	\$ 2,782	\$ 10,526	\$ 2,782	\$ 7,744	\$ 10,526	100.0%
1920 Peach Days/Rodeo (Disneyland Fundraiser)	\$ -	\$ 7,800	\$ -	\$ 7,800	\$ 7,800	100.0%
1920 PTO/PAC	\$ 3,306	\$ 3,016	\$ 3,306	\$ -	\$ 3,300	91.4%
1930 Sale of Assets	\$ 700	\$ 770	\$ 398	\$ 372	\$ 770	100.0%
1990 Miscellaneous	\$ 8,255	\$ 10,541	\$ -	\$ -	\$ -	0.0%
Total 1000:	\$ 58,304	\$ 141,252	\$ 37,218	\$ 103,734	\$ 140,946	100.2%
3000 State						
0.3005 Regular School Prgm K	\$ 152,175	\$ 147,158	\$ 167,678	\$ (7,179)	\$ 160,499	91.7%
0.3010 Regular School Prgm 1-12	\$ 1,534,985	\$ 1,548,549	\$ 1,607,225	\$ 82,719	\$ 1,689,944	91.6%
0.3020 Professional Staff	\$ 85,981	\$ 119,748	\$ 86,148	\$ 44,486	\$ 130,635	91.7%
31.1205 Special Education -- Add-On	\$ 331,017	\$ 361,337	\$ 331,017	\$ 63,169	\$ 394,186	91.7%
31.1210 Special Education -- Self-Contained	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
31.1220 Special Education-- Extended Year	\$ 2,259	\$ 2,071	\$ 2,259	\$ -	\$ 2,259	91.7%
31.1225 Special Education -- Impact Aid	\$ 6,171	\$ 6,331	\$ 6,171	\$ 736	\$ 6,907	91.7%
31.1278 Special Education -- Extended Year Stipend	\$ 1,341	\$ 2,012	\$ 447	\$ 1,565	\$ 2,012	100.0%
31.5201 Class Size Reduction - K-8	\$ 179,547	\$ 182,525	\$ 179,896	\$ 19,263	\$ 199,159	91.6%
31.5344 Enhancement for At-Risk Students	\$ 62,658	\$ 84,681	\$ 62,780	\$ 29,599	\$ 92,379	91.7%
32.0500 Charter School Base Fund	\$ 43,699	\$ 45,915	\$ 43,784	\$ 6,305	\$ 50,089	91.7%
32.5619 Charter School Local Replacement	\$ 1,388,314	\$ 1,435,809	\$ 1,488,350	\$ 77,987	\$ 1,566,337	91.7%
32.5651 Educator Professional Time	\$ -	\$ 56,694	\$ -	\$ 56,694	\$ 56,694	100.0%
32.5653 Public Ed Capital & Tech Fund	\$ -	\$ 74,117	\$ -	\$ 74,117	\$ 74,117	100.0%
33.5641 Early Intervention OEK Grant	\$ 92,652	\$ 82,500	\$ 92,832	\$ (2,832)	\$ 90,000	91.7%
33.5805 Early Literacy Prgm K-3	\$ 31,893	\$ 19,044	\$ 31,955	\$ (11,208)	\$ 20,747	91.8%
34.5807 TSSP	\$ 5,356	\$ 2,678	\$ -	\$ 2,678	\$ 2,678	100.0%
34.5868 Classroom Supplies & Materials	\$ 4,141	\$ 4,304	\$ 4,149	\$ 155	\$ 4,304	100.0%
34.5876 Educator Salary Adjustment	\$ 142,615	\$ 136,705	\$ 142,615	\$ 6,518	\$ 149,133	91.7%
34.5911 English Language Learner Software	\$ 2,765	\$ -	\$ -	\$ 5,445	\$ 5,445	0.0%
35.5420 School Land Trust Program	\$ 66,713	\$ 69,408	\$ 69,314	\$ 94	\$ 69,408	100.0%
35.5666 Professional Learning Grant	\$ 5,524	\$ 4,554	\$ 5,500	\$ (532)	\$ 4,968	91.7%
35.5677 Computer Science Grant	\$ 20,000	\$ -	\$ 15,000	\$ 5,000	\$ 20,000	0.0%
35.5678 Teacher & Student Success Act Program	\$ 89,238	\$ 97,500	\$ 89,411	\$ 16,832	\$ 106,243	91.8%
35.5679 School Based Mental Health Grant	\$ -	\$ -	\$ -	\$ 40,402	\$ 40,402	0.0%
35.5810 Library Books & Electronic Res	\$ 624	\$ 572	\$ 625	\$ (1)	\$ 624	91.7%
38.5644 STEM Endorsement Incentive	\$ -	\$ 700	\$ -	\$ 700	\$ 700	100.0%
38.5654 Period Products	\$ -	\$ -	\$ -	\$ 1,271	\$ 1,271	0.0%
38.5673 E-Cig & Nicotine Prevention	\$ 2,333	\$ 4,000	\$ 2,333	\$ 1,667	\$ 4,000	100.0%
38.5674 Suicide Prevention	\$ 1,000	\$ 1,000	\$ 1,000	\$ -	\$ 1,000	100.0%
38.5697 LETRS Professional Development	\$ -	\$ -	\$ -	\$ 6,081	\$ 6,081	0.0%
38.8070 School Lunch (Liquor Tax)	\$ 50,000	\$ 36,560	\$ 35,000	\$ 3,000	\$ 38,000	96.2%
Total 3000:	\$ 4,303,000	\$ 4,526,472	\$ 4,465,490	\$ 524,730	\$ 4,990,220	90.7%
4000 Federal						
42.7210 ESSER Cares	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
42.7215 ESSER II CARES	\$ 145,059	\$ 66,841	\$ 68,676	\$ (1,835)	\$ 66,841	100.0%
42.7225 ESSER III - ARP	\$ 35,923	\$ 215,082	\$ -	\$ 279,471	\$ 279,471	77.0%
42.7230 GEERS Funding	\$ 11,800	\$ 9,513	\$ 20,000	\$ 16,592	\$ 36,592	26.0%
45.4522 IDEA Pre-School	\$ 2,127	\$ -	\$ 2,127	\$ (133)	\$ 1,994	0.0%
45.4524 IDEA Part-B	\$ 90,029	\$ -	\$ 90,029	\$ (550)	\$ 89,479	0.0%
45.4526 MTSS Grant	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
45.8071 National School Lunch Prgm	\$ 22,500	\$ 39,759	\$ 20,000	\$ 26,929	\$ 46,929	84.7%
45.8072 Free & Reduced Reimbursement	\$ 245,000	\$ 94,961	\$ 136,571	\$ (31,071)	\$ 105,500	90.0%
45.8074 Breakfast	\$ 54,000	\$ 28,084	\$ 40,805	\$ (7,980)	\$ 32,825	85.6%
45.8080 Pandemic EBT Flow Through	\$ -	\$ 628	\$ -	\$ 628	\$ 628	100.0%
45.8081 Emergency Operating Fund - NSLP	\$ 355	\$ -	\$ -	\$ -	\$ -	0.0%
48.7801 Title IA	\$ 72,787	\$ -	\$ 77,124	\$ (7,740)	\$ 69,384	0.0%
48.7860 Title IIA	\$ 12,600	\$ -	\$ 12,600	\$ (4,396)	\$ 8,204	0.0%
48.7905 Title IV	\$ -	\$ -	\$ -	\$ 10,000	\$ 10,000	0.0%
REAP Grant	\$ 45,626	\$ 43,905	\$ 41,287	\$ 2,618	\$ 43,905	100.0%
Total 4000:	\$ 737,805	\$ 498,773	\$ 509,218	\$ 282,534	\$ 791,752	63.0%
Total Revenue:	\$ 5,099,109	\$ 5,166,497	\$ 5,011,927	\$ 910,997	\$ 5,922,918	87.2%



	(514 Students) Previous Yr's Actuals FY22	(531 Students) Current Yr's Actuals FY23	(515 Students) Approved Budget FY23	Amount Changed	(531 Students) FY23 Forecast	Actuals as a % of Forecast
Expenses						
100 Salaries						
121 Principals	\$ 195,700	\$ 195,760	\$ 204,750	\$ -	\$ 204,750	95.6%
131 Teachers	\$ 1,300,000	\$ 1,316,436	\$ 1,302,426	\$ 73,010	\$ 1,375,436	95.7%
132 PTO Cash Out	\$ 20,000	\$ -	\$ 25,000	\$ -	\$ 25,000	0.0%
132 Substitute Teachers	\$ 37,000	\$ 27,075	\$ 30,000	\$ -	\$ 30,000	90.3%
133 Special Education Salary	\$ 134,750	\$ 188,859	\$ 290,880	\$ (90,880)	\$ 200,000	94.4%
134 Stipends	\$ 35,000	\$ 214,893	\$ 11,100	\$ 203,900	\$ 215,000	100.0%
142 Counselor/School Developer	\$ 104,743	\$ 183,784	\$ 188,333	\$ -	\$ 188,333	97.6%
149 School Nurse	\$ 5,000	\$ 40,754	\$ 3,000	\$ 44,000	\$ 47,000	86.7%
152 Secretarial & Clerical	\$ 105,000	\$ 110,701	\$ 112,144	\$ -	\$ 112,144	98.7%
161 Teacher Aides	\$ 75,000	\$ 69,977	\$ 86,985	\$ (11,985)	\$ 75,000	93.3%
162 SpEd Aides	\$ 130,000	\$ 142,790	\$ 120,015	\$ 25,000	\$ 145,015	98.5%
163 Title I Aides	\$ 133,440	\$ 118,162	\$ 125,370	\$ -	\$ 125,370	94.3%
182 Custodian	\$ 95,000	\$ 109,285	\$ 95,561	\$ 18,439	\$ 114,000	95.9%
183 Bus Drivers	\$ 69,390	\$ 94,789	\$ 80,820	\$ 17,180	\$ 98,000	96.7%
189 Christmas Bonuses	\$ 18,524	\$ 26,423	\$ 25,000	\$ 1,423	\$ 26,423	100.0%
192 Lunch Room	\$ 87,542	\$ 104,758	\$ 94,004	\$ 12,996	\$ 107,000	97.9%
Total 100:	\$ 2,546,089	\$ 2,944,446	\$ 2,795,388	\$ 293,083	\$ 3,088,471	95.3%
200 Benefits						
210 Retirement	\$ 95,000	\$ 110,608	\$ 104,927	\$ 10,073	\$ 115,000	96.2%
220 Social Security	\$ 175,749	\$ 213,573	\$ 213,847	\$ 10,153	\$ 224,000	95.3%
240 Group Insurance	\$ 410,000	\$ 437,378	\$ 400,000	\$ 80,000	\$ 480,000	91.1%
270 Worker's Compensation Fund	\$ 10,760	\$ 10,372	\$ 8,750	\$ 2,331	\$ 11,081	93.6%
280 Unemployment Insurance	\$ 8,000	\$ 5,545	\$ 8,000	\$ -	\$ 8,000	69.3%
Total 200:	\$ 699,509	\$ 777,476	\$ 735,524	\$ 102,557	\$ 838,081	92.8%
300 Prof & Technical Services						
323 SpEd Services (OT / Psych / Interpreter)	\$ 52,000	\$ 51,051	\$ 40,000	\$ 15,000	\$ 55,000	92.8%
330 Employee Training & Development	\$ 18,000	\$ 13,633	\$ 10,000	\$ 4,000	\$ 14,000	97.4%
340 Legal	\$ 7,500	\$ 3,533	\$ 7,500	\$ (3,500)	\$ 4,000	88.3%
350 Business Manager Services	\$ 73,656	\$ 75,132	\$ 75,132	\$ -	\$ 75,132	100.0%
352 Audit	\$ 13,200	\$ 19,500	\$ 12,250	\$ 7,250	\$ 19,500	100.0%
355 Technology Services (IT)	\$ 20,000	\$ 18,012	\$ 17,000	\$ 3,000	\$ 20,000	90.1%
Total 300:	\$ 184,356	\$ 180,861	\$ 161,882	\$ 25,750	\$ 187,632	96.4%
400 Purchased Property Services						
411 Water / Sewage	\$ 5,200	\$ 3,909	\$ 5,200	\$ (1,000)	\$ 4,200	93.1%
412 Disposal Service	\$ 7,000	\$ 8,070	\$ 7,000	\$ 2,000	\$ 9,000	89.7%
415 Fire Monitoring	\$ 2,500	\$ 3,360	\$ 1,750	\$ 1,750	\$ 3,500	96.0%
430 Repairs & Maintenance	\$ 9,000	\$ 19,426	\$ 20,000	\$ -	\$ 20,000	97.1%
430 Repairs & Maintenance (Bus)	\$ 20,000	\$ 24,952	\$ 15,000	\$ 10,000	\$ 25,000	99.8%
441 Building Lease	\$ 397,109	\$ 361,008	\$ 397,109	\$ (36,101)	\$ 361,008	100.0%
441 Portable Lease	\$ 100,551	\$ 110,236	\$ 100,000	\$ 17,475	\$ 117,475	93.8%
443 Copy Machine Lease & Servicing	\$ 25,000	\$ 23,842	\$ 20,000	\$ 5,000	\$ 25,000	95.4%
Total 400:	\$ 566,360	\$ 554,803	\$ 566,059	\$ (876)	\$ 565,183	98.2%
500 Other Purchase Services						
521 Property Insurance	\$ 7,407	\$ 5,480	\$ 7,407	\$ (1,927)	\$ 5,480	100.0%
522 Liability Insurance	\$ 6,767	\$ 9,840	\$ 6,767	\$ 3,073	\$ 9,840	100.0%
530 Telephone	\$ 4,200	\$ 4,047	\$ 4,200	\$ -	\$ 4,200	96.4%
540 Marketing	\$ 12,000	\$ 16,914	\$ 10,000	\$ 7,546	\$ 17,546	96.4%
542 Board Expenses	\$ 450	\$ 141	\$ 500	\$ -	\$ 500	28.2%
580 Travel	\$ 17,000	\$ 24,769	\$ 14,000	\$ 12,000	\$ 26,000	95.3%
595 Heritage Trip	\$ (5,327)	\$ -	\$ -	\$ -	\$ -	0.0%
595 Student Activities	\$ 20,500	\$ 43,308	\$ 10,000	\$ 34,000	\$ 44,000	98.4%
Total 500:	\$ 62,997	\$ 104,499	\$ 52,874	\$ 54,692	\$ 107,566	97.1%



	(514 Students) Previous Yr's Actuals FY22	(531 Students) Current Yr's Actuals FY23	(515 Students) Approved Budget FY23	Amount Changed	(531 Students) FY23 Forecast	Actuals as a % of Forecast
600 Supplies and Materials						
611 Classroom	\$ 40,000	\$ 59,092	\$ 45,000	\$ 15,500	\$ 60,500	97.7%
611 Intro to Agriculture Supplies	\$ 3,000	\$ 3,484	\$ 2,500	\$ 1,500	\$ 4,000	87.1%
612 Office	\$ 15,000	\$ 38,258	\$ 20,000	\$ 20,000	\$ 40,000	95.6%
612 PTO/PAC	\$ 3,000	\$ 3,049	\$ 3,000	\$ 49	\$ 3,049	100.0%
613 SpED Supplies	\$ 7,000	\$ 9,453	\$ 7,000	\$ 2,500	\$ 9,500	99.5%
617 Student Appreciation / Parties	\$ 4,000	\$ 4,236	\$ 3,500	\$ 1,000	\$ 4,500	94.1%
618 Student Gov't	\$ 2,500	\$ 7,503	\$ 4,000	\$ 3,500	\$ 7,500	100.0%
618 Professional Dev / Appreciation	\$ 23,500	\$ 26,970	\$ 20,000	\$ 7,000	\$ 27,000	99.9%
619 Counselor Supplies	\$ 2,500	\$ 3,176	\$ 3,000	\$ 200	\$ 3,200	99.3%
621 Natural Gas	\$ 4,500	\$ 5,790	\$ 4,000	\$ 3,000	\$ 7,000	82.7%
622 Electricity	\$ 38,000	\$ 40,188	\$ 38,000	\$ 6,000	\$ 44,000	91.3%
626 Motor Fuel (Buses)	\$ 35,500	\$ 40,709	\$ 35,000	\$ 8,000	\$ 43,000	94.7%
631 Food Program Supplies	\$ 178,000	\$ 147,541	\$ 120,000	\$ 40,000	\$ 160,000	92.2%
641 Textbooks & Curriculum	\$ 72,000	\$ 75,490	\$ 61,000	\$ 15,000	\$ 76,000	99.3%
644 Library Books	\$ 5,000	\$ 5,528	\$ 5,000	\$ 528	\$ 5,528	100.0%
650 Supplies - Technology Related	\$ 105,520	\$ 79,467	\$ -	\$ 79,467	\$ 79,467	100.0%
670 Software (Educational)	\$ 32,000	\$ 26,130	\$ 31,000	\$ (4,000)	\$ 27,000	96.8%
680 Maintenance & Cleaning Supplies	\$ 30,000	\$ 30,710	\$ 30,000	\$ 2,000	\$ 32,000	96.0%
Total 600:	\$ 601,020	\$ 606,774	\$ 432,000	\$ 201,244	\$ 633,244	95.8%
700 Property, Equipment						
710 Land & Site Improvements	\$ 65,000	\$ 92,388	\$ 55,000	\$ 37,500	\$ 92,500	99.9%
720 Buildings	\$ -	\$ 87,391	\$ -	\$ 99,000	\$ 99,000	88.3%
732 Buses	\$ -	\$ 28,263	\$ -	\$ 28,263	\$ 28,263	100.0%
733 Furniture & Fixtures	\$ 12,000	\$ 9,977	\$ 6,000	\$ 4,000	\$ 10,000	99.8%
734 Technology Hardware	\$ 45,000	\$ 18,154	\$ 16,000	\$ 2,500	\$ 18,500	98.1%
739 Kitchen Equipment	\$ 20,000	\$ 5,701	\$ -	\$ 5,701	\$ 5,701	100.0%
790 Cap Ex Fund	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
Total 700:	\$ 142,000	\$ 241,874	\$ 77,000	\$ 176,964	\$ 253,964	95.2%
800 Debt Service and Misc						
810 Dues & Fees	\$ 12,000	\$ 13,934	\$ 10,000	\$ 4,500	\$ 14,500	96.1%
812 Banking Fees	\$ 3,000	\$ 1,875	\$ 3,000	\$ (1,000)	\$ 2,000	93.8%
831 Wells Fargo Loan Re-payment	\$ 7,000	\$ 5,548	\$ 7,000	\$ (500)	\$ 6,500	85.4%
890 Miscellaneous	\$ -	\$ 3,482	\$ -	\$ -	\$ -	0.0%
890 Contingency	\$ 15,000	\$ -	\$ -	\$ 36,101	\$ 36,101	0.0%
Total 800:	\$ 37,000	\$ 24,839	\$ 20,000	\$ 39,101	\$ 59,101	42.0%
Total Expenses:	\$ 4,839,331	\$ 5,435,573	\$ 4,840,727	\$ 892,515	\$ 5,733,242	94.8%
Net Income:	\$ 259,778	\$ (269,076)	\$ 171,200	\$ 189,676		
				Current Operating Margin	\$ 189,676	3.20%
				Operating Goal 3+%	\$ 177,688	3.00%
				Operating Goal 5+%	\$ 296,146	5.00%
				Operating Goal 6+%	\$ 355,375	6.00%

Fraud Risk Assessment

Continued

*Total Points Earned: 375/395 *Risk Level: Very Low Low Moderate High Very High
 > 355 316-355 276-315 200-275 < 200

	Yes	Pts
1. Does the entity have adequate basic separation of duties or mitigating controls as outlined in the attached Basic Separation of Duties Questionnaire?	200	200
2. Does the entity have governing body adopted written policies in the following areas:		
a. Conflict of interest?	5	5
b. Procurement?	5	5
c. Ethical behavior?	5	5
d. Reporting fraud and abuse?	5	5
e. Travel?	5	5
f. Credit/Purchasing cards (where applicable)?	5	5
g. Personal use of entity assets?	5	5
h. IT and computer security?	5	5
i. Cash receipting and deposits?	5	5
3. Does the entity have a licensed or certified (CPA, CGFM, CMA, CIA, CFE, CGAP, CPFO) expert as part of its management team?	20	20
a. Do any members of the management team have at least a bachelor's degree in accounting?	10	10
4. Are employees and elected officials required to annually commit in writing to abide by a statement of ethical behavior?	20	20
5. Have all governing body members completed entity specific (District Board Member Training for local/special service districts & interlocal entities, Introductory Training for Municipal Officials for cities & towns, etc.) online training (training.auditor.utah.gov) within four years of term appointment/election date?	20	20
6. Regardless of license or formal education, does at least one member of the management team receive at least 40 hours of formal training related to accounting, budgeting, or other financial areas each year?	20	20
7. Does the entity have or promote a fraud hotline?	20	20
8. Does the entity have a formal internal audit function?	—	20
9. Does the entity have a formal audit committee?	20	20

*Entity Name: Valley Academy Charter School

*Completed for Fiscal Year Ending: 2023 *Completion Date: 6-20-23

*CAO Name: Tracy Meyers *CFO Name: Jackelyn Choto

*CAO Signature: _____ *CFO Signature: _____

*Required

Basic Separation of Duties

See the following page for instructions and definitions.

	Yes	No	MC*	N/A
1. Does the entity have a board chair, clerk, and treasurer who are three separate people?	✓			
2. Are all the people who are able to receive cash or check payments different from all of the people who are able to make general ledger entries?	✓			
3. Are all the people who are able to collect cash or check payments different from all the people who are able to adjust customer accounts? If no customer accounts, check "N/A".	✓			
4. Are all the people who have access to blank checks different from those who are authorized signers?	✓			
5. Does someone other than the clerk and treasurer reconcile all bank accounts OR are original bank statements reviewed by a person other than the clerk to detect unauthorized disbursements?	✓			
6. Does someone other than the clerk review periodic reports of all general ledger accounts to identify unauthorized payments recorded in those accounts?	✓			
7. Are original credit/purchase card statements received directly from the card company by someone other than the card holder? If no credit/purchase cards, check "N/A".	✓			
8. Does someone other than the credit/purchase card holder ensure that all card purchases are supported with receipts or other supporting documentation? If no credit/purchase cards, check "N/A".	✓			
9. Does someone who is not a subordinate of the credit/purchase card holder review all card purchases for appropriateness (including the chief administrative officer and board members if they have a card)? If no credit/purchase cards, check "N/A".	✓			
10. Does the person who authorizes payment for goods or services, who is not the clerk, verify the receipt of goods or services?	✓			
11. Does someone authorize payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check "N/A".	✓			
12. Does someone review all payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check "N/A".	✓			

* MC = Mitigating Control

VALLEY ACADEMY SPECIAL EDUCATION POLICIES AND PROCEDURES MANUAL

ALTERNATIVE SLD ELIGIBILITY METHOD

April 20, 2023

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I. GENERAL PROVISIONS

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

1. The primary purposes of this Valley Academy Charter School policies and procedures manual, consistent with Utah Code Annotated (UCA) Title 53E, Chapter 7, Part 2, Special Education Program; and the Individuals with Disabilities Education Improvement Act (IDEA), as amended; are:
 - a. 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
 - b. (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;
 - c. To ensure that the rights of students with disabilities and their parent(s) are protected;
 - d. To ensure that State standards are established for the provision of a FAPE to students with disabilities, as defined in the Rules;
 - e. To assess and ensure the effectiveness of efforts to educate students with disabilities.

I.B. DEFINITIONS AS USED IN THESE RULES (34 CFR §§ 300.4–300.45; RULES I.E.)

1. Valley Academy Charter School has adopted all applicable definitions as found in Rule I.E. 1-59.

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

1. Valley Academy Charter 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. Valley Academy Charter 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 Valley Academy Charter School, in accordance with all of the timeline requirements of the IDEA. Valley Academy Charter 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. Valley Academy Charter 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))

1. Valley Academy Charter 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 Valley Academy Charter School personnel.

II. IDENTIFICATION, LOCATION, AND EVALUATION

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

1. Valley Academy Charter 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 and, 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 experiencing homelessness) (34 CFR § 300.111(c)(2)).
 - b. Students who have been suspended or expelled from School (34 CFR § 300.101(a)).
 - c. Students who have not graduated from high School with a regular high School diploma (34 CFR § 300.102(a)(3)(iii)).
 - d. Students who are suspected of being a student with a disability under 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)).
 - e. Students who are home schooled and students enrolled in private Schools within the School district's boundaries.
 - f. Students in State custody/care.
 - g. Students in nursing homes.
3. Public Charter Schools are responsible for child find for students enrolled in their own School and have no responsibility for child find for students in private Schools. Charter Schools may not refer enrolled students to the local School district for child find.

4. The determination that a student is a “student with a disability” under the Rules must be made on an individual basis, by a group made up of the parent or student who is an adult and School personnel determined by the student’s LEA.
5. 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).
 - b. USBE staff provision of ongoing technical assistance to LEAs, private Schools, and other State agencies in implementing the child find system.
 - c. Implementation of the statewide data collection system for reporting student information, including Federal student count (34 CFR §§ 300.132, 300.640– 641) and the data requirements found in the Rules VI.B.3., which includes that:
 - (1) Each School district must maintain in its records, and provide to the USBE staff annually, the following information related to parentally placed or student who is an adult nonprofit private School students:
 - (a) The number of students evaluated and reevaluated within three years;
 - (b) The number of students determined to be students with disabilities; and
 - (c) The number of students served.
6. 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 student who is an adult 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, Valley Academy Charter School must respond within a reasonable timeframe. The

response may not be delayed due to Valley Academy Charter School's Response to Intervention process.

2. Valley Academy Charter School shall provide an initial special education assessment for children 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 children whose School records indicate that 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. The LEA proposing to conduct an initial evaluation to determine if a student qualifies as a student with a disability under the Rules must, after providing prior written notice to the parent or student who is an adult, obtain informed consent, consistent with Rules I.E.9, from the parent of the student or the student who is an adult before conducting the evaluation.
 - (1) Consent from a parent or student who is an adult for initial evaluation must not be construed as consent for initial provision of special education and related services.
 - (2) Valley Academy Charter School must make reasonable efforts to obtain informed consent from the parent or student who is an adult for an initial evaluation to determine whether the student is a student with a disability.
 - (3) When conducting psychological evaluations, Valley Academy Charter School must implement the parental or student who is an adult 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), Valley Academy Charter 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, Valley Academy Charter 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 a student who is an adult 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, Valley Academy Charter 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) Valley Academy Charter 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. Valley Academy Charter School that is responsible for making a FAPE available to a student with a disability must obtain informed consent from the parent(s) of the student or student who is an adult before the initial provision of special education and related services to the student.
- b. Valley Academy Charter School must make reasonable efforts to obtain informed consent from the parent(s) or student who is an adult 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 student who is an adult fails to respond to a request for, or refuses to consent to, the initial provision of special education and related services, Valley Academy Charter School:
 - (1) May not use the procedures in of the 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;
- (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 Valley Academy Charter 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 Valley Academy Charter 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 student who is an adult revokes consent in writing for the continued provision of special education and related services, Valley Academy Charter 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 Valley Academy Charter 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 Valley Academy Charter School requests such consent (34 CFR § 300.300).
3. Parental consent for reevaluations.

- a. Valley Academy Charter School must obtain informed parental or student who is an adult consent prior to conducting any reevaluation of a student with a disability.
 - b. If the parent or student who is an adult refuse to consent to the reevaluation, Valley Academy Charter 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. Valley Academy Charter School does not violate its obligation under child find if it declines to pursue the reevaluation.
 - d. The informed parental or student who is an adult consent need not be obtained if the LEA can demonstrate that:
 - (1) It made reasonable efforts to obtain such consent; and
 - e. The student's parent or the student who is an adult has failed to respond.
4. Other consent requirements.
- a. Parental or student who is an adult 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. Valley Academy Charter School may not use a parent's or student who is an adult 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 the LEA, 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., Valley Academy Charter School must document its attempts to obtain parental or student who is an adult consent using the procedures in Rules III.G.3.
 - d. Unless parent(s) or the student who is an adult 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 FAPE.

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

1. Valley Academy Charter 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 student who is an adult consent for the evaluation, unless:
 - (1) The initial evaluation is requested by the Division of Child and Family Services (DCFS) and Valley Academy Charter School obtains appropriate consent for the evaluation, in which case Valley Academy Charter 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 (UCA 53E-7-207).
 - (a) Valley Academy Charter School may refuse to conduct an evaluation described in the Rules II.a.(1). if Valley Academy Charter School reviews the relevant data regarding the individual and, within ten days after the day on which Valley Academy Charter School received the request described in the Rules II.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 Valley Academy Charter School if:
 - a. The parent of a student repeatedly fails or refuses to produce the student for the evaluation; or

- b. The student who is an adult repeatedly fails or refuses to participate in evaluation activities; or
- c. A student enrolls in Valley Academy Charter 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 Rules II.D.3.c. applies only if Valley Academy Charter School is making sufficient progress to ensure a prompt completion of the evaluation, and the parent or student who is an adult and Valley Academy Charter 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.)

- 1. 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 Valley Academy Charter School for child find purposes.

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

- 1. Valley Academy Charter School has established and implemented procedures that meet the evaluation requirements of Part B of the IDEA and the Rules as follows:
 - a. In conducting the evaluation, Valley Academy Charter School must:
 - (1) 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 student who is an adult, that may assist in determining:
 - (a) Whether the student is a student with a disability; and
 - (b) 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 (or, for a student in preSchool, to participate in appropriate activities);

- (2) 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
- (3) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors Valley Academy Charter School must consider the publication date and continued validity of assessments in use when new editions are published.
- (4) Valley Academy Charter 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 group, including the parent(s) or student who is an adult;
 - (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).
 - (i) Valley Academy Charter 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).

(ii) Valley Academy Charter School shall provide documentation to USBE staff upon request.

(5) Valley Academy Charter 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 Valley Academy Charter 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.

- b. The 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).

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

1. Valley Academy Charter School must ensure that a reevaluation of each student with a disability is conducted:
 - a. If Valley Academy Charter School determines that 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 student who is an adult or teacher requests a reevaluation.
2. A reevaluation:
 - a. May occur not more than once a year, unless the parents or student who is an adult and Valley Academy Charter School agree otherwise; and
 - b. Must occur at least once every three years, unless the parents or adult student and Valley Academy Charter 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 parents or student who is an adult and LEA agree that a reevaluation is unnecessary,

the group 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:
 - (1) Evaluations and information provided by the parent(s) of the student or the student who is an adult;
 - (2) Current classroom-based, local, or State assessments, and classroom-based observations; and
 - (3) Observations by teachers and related services providers; and
 - b. 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. Valley Academy Charter 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, the LEA must notify the student's parent(s) or student who is an adult of:
 - a. That determination and the reasons for the determination; and
 - b. The right of the parent(s) or student who is an adult 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. Valley Academy Charter 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 student who is an adult.
6. Evaluations before change in eligibility.
 - a. Valley Academy Charter 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 FAPE under State law (i.e., age 22).
 - c. 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 FAPE under State law, Valley Academy Charter 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 student who is an adult 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. Valley Academy Charter School shall provide the parents 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 the science of reading, including the essential components of reading instruction (explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies) (20 USC 6368(3));
 - (2) Lack of appropriate instruction in mathematics; or
 - (3) Limited English proficiency; and
 - b. 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, Valley Academy Charter School must:
 - (1) Draw upon information from a variety of sources, such as aptitude and achievement tests, parent or student who is an adult input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
 - (2) Ensure that information obtained from all of 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; 34 CFR § 300.304 34 CFR § 300.306; RULES II.J.)

1. Valley Academy Charter 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: Specific Learning Disabilities (Rules II.J.11.).
 - a. Definition (34 CFR § 300.8(C)(10)); Rules II.J.11.a.
 - (1) *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.
 - (2) *Specific learning disabilities* does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional behavioral disability; or of environmental, cultural, or economic disadvantage.
 - b. Procedures for Identifying Students with Specific Learning Disabilities (34 CFR § 300.307; Rules II.J.11.b).
 - (1) Valley Academy Charter School has adopted the following method for determining a student's eligibility under the specific learning disability category. An LEA may use one of the following methods for determining a student's eligibility under the specific learning disability category:
 - (a) Alternative method:
 - (2) An other alternative research-based procedure (Patterns of Strengths and Weaknesses (PSW) approved by Valley Academy Charter School's School board and submitted to the USBE called the Alternative

method that demonstrates that the student does not make sufficient progress to meet State-approved age- or grade-level standards in one or more of the areas identified in the Rules II.J.11.b.(3)(a) (the group must refer to the USBE Specific Learning Disability Eligibility Guidelines when using this method). Additional group members (34 CFR § 300.308; Rules II.J.11.b.(2)).

- (a) 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 student who is an adult and a group of qualified professionals, which must include:
 - (b) The student's regular teacher; or
 - (c) If the student does not have a regular teacher, a regular classroom teacher qualified to teach a student of the student's age; or
 - (d) For a student of less than School age; an individual qualified by the USBE to teach a student of the student's age; and
 - (e) 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.11.b.(3)).
 - (a) The group described may determine that a student has a specific learning disability if:
 - (b) 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.
- (c) The group determines that its findings are not primarily the result of:
- (i) A visual, hearing, or motor disability;
 - (ii) Intellectual disability;
 - (iii) Emotional-behavioral disability;
 - (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.11.b.(5)).
- (6) The group must determine that the specific learning disability is the student's primary disability.
- c. Evaluation (34 CFR § 300.309(b)–(c); Rules II.J.11.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 that 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 student who is an adult.
- (3) Valley Academy Charter 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 student who is an adult 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 Valley Academy Charter 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.11.b.(4)).
- (a) Valley Academy Charter School must ensure that 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.
 - (b) The group 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 group 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 student who is an adult is obtained.

- (c) If the student is a home-Schooled student, Valley Academy Charter School may determine how to conduct the observation and who will conduct it.
 - (d) 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.11.b.(5)). The group'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, including an assurance that the determination has been made in accordance with Rules II.I.;
 - (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.
 - (A) Alternative. The use of other alternative research-based procedures (e.g., Patterns of Strengths and Weaknesses (PSW) approved by Valley Academy Charter School's board and submitted to the USBE.
 - (B) Valley Academy Charter School uses a method that demonstrates the student does not make sufficient progress to meet State-approved age- or grade-level standards in one or more of the areas identified in the Rules II.J.11.b.(3)(a) when using Valley Academy Charter School's local board approved research-based process

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(the group must refer to the USBE Specific Learning Disability Eligibility Guidelines when using this method).

- (C) The group must:
 - (D) Review data from multiple sources that examines the student's progress over time in the area(s) of concern when evidence-based instruction has been provided;
 - (E) Identify the student's strengths and an weaknesses that are evident in both the classroom and standardized assessment results;
 - (F) Using standardized testing, determine a relationship between the student's cognitive processing delays and academic deficits exits;
 - (G) Consider whether the student's cognitive deficit, from standardized testing, includes both a normative and an intraindividual weakness that is consistent with academic/classroom performance data;
 - (H) Consider whether the student's cognitive deficit, from standardized testing, includes both a normative and an intraindividual strength that is consistent with academic/classroom performance data; and
- (6) Identify that a relationship between the student's cognitive weakness and academic/classroom performance is evident over time. The determination of the group concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional- behavioral disability; 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 group member must certify in writing whether the report reflects the member's conclusion (§ 300.311(b)). If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions.

III. IEP DEVELOPMENT AND SERVICE DELIVERY

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

1. Valley Academy Charter School implements the following IEP requirements, 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 R277-801.

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

1. At the beginning of each School year, Valley Academy Charter School must have an IEP in effect for each student with a disability within its jurisdiction.
2. Valley Academy Charter 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.
 - c. Valley Academy Charter School must ensure that the student's IEP is:
 - (1) Accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation; and
 - (2) Each teacher and provider is informed of:
 - (a) The teacher's specific responsibilities related to implementing the student's IEP; and
 - (b) The specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.
3. Documentation of IEP implementation shall be provided to USBE upon request.

III.C. STUDENTS WHO TRANSFER (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, Valley Academy Charter School, in consultation with the parent(s) or student who is an adult, must provide a FAPE to the student, including services comparable to those described in the previously held IEP, until such time as Valley Academy Charter 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, Valley Academy Charter School, in consultation with the parent(s) or student who is an adult, must provide the student with a FAPE, including services comparable to those described in the previously held IEP, until Valley Academy Charter School:
 - (1) Conducts an evaluation, if determined to be necessary by Valley Academy Charter 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 Valley Academy Charter School is considered an initial evaluation, not a reevaluation (71 Federal Register 4668- 82).
3. To facilitate the transition for a student described above:
 - a. Valley Academy Charter 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 Valley Academy Charter School.
 - c. The LEA transferring the records must keep a copy of the records for at least three years after the transfer as outlined in Rule VIII.S.
4. Experiencing difficulty in obtaining the IEP from the previous LEA does not relieve the LEA where the student is currently enrolled of its obligation to have a current IEP in place for a student who is eligible.

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

1. Valley Academy Charter School is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP of a student with a disability age 3 through 21, consistent with the Rules.
2. A meeting to develop an IEP for a student who is eligible 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.)

1. Valley Academy Charter School must ensure that the IEP Team for each student with a disability includes:
 - a. The parents of the student or the student who is an adult;
 - b. Not less than one regular education teacher of the student (if the student is, or may be, participating in the regular education environment);
 - c. Not less than one special education teacher of the student, or where appropriate, not less than one special education provider of the student;
 - d. A representative of Valley Academy Charter School who:
 - (1) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;

- (2) Is knowledgeable about the general education curriculum; and
 - (3) Is knowledgeable about the availability of resources of the LEA.
 - (4) Valley Academy Charter School may designate a Valley Academy Charter School member of the IEP Team to also serve as the LEA representative, if the above criteria are satisfied.
- e. 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.
 - f. An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in this section of the Rules;
 - g. At the discretion of the parent or student who is an adult or the LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate; and
 - h. Whenever appropriate, the student with a disability.
 - i. The determination of knowledge or special expertise of any individual described in the Rules III.E.6 above must be made by the party (parents or student who is an adult or LEA) who invited the individual to be a member of the IEP Team.
 - j. If a purpose of the IEP Team meeting is consideration of the postsecondary goals for the student and the postsecondary transition services needed to assist the student in reaching those goals, the LEA must invite the student with a disability to attend the student's IEP meeting. If the student does not attend the IEP meeting, Valley Academy Charter School must take other steps to ensure that the student's preferences and interests are considered.
 - k. To the extent appropriate, with the written consent of the parents or student who is an adult, Valley Academy Charter School must invite a representative of any participating agency that is likely to be responsible for providing or paying for postsecondary transition services.

- I. 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 parents of a student with a disability or student who is an adult and the LEA 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:
 - a. The parents or student who is an adult, in writing, and the LEA consent to the excusal; and
 - b. The member submits, in writing, to the parents or student who is an adult 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. Valley Academy Charter School must take steps to ensure that one or both of the parents of a student with a disability or the student who is an adult are present at each IEP meeting or are afforded the opportunity to participate, including:
 - a. Notifying parents or student who is an adult of the meeting early enough to ensure that they will have an opportunity to attend; and
 - b. Scheduling the meeting at a mutually agreed-on time and place.
2. If the parents or student who is an adult cannot attend, Valley Academy Charter School must use other methods to ensure participation of the parents or the student who is an adult, including individual or conference telephone calls. The parents of a student with a disability or the student who is an adult and Valley Academy Charter 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 student who is an adult in attendance if Valley Academy Charter School is unable to convince the parent(s) or the student who is an adult that they should attend. In this case, Valley Academy Charter 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 parents or student who is an adult and any responses received; and
 - c. Detailed records of visits made to the parents' or student who is an adult home or place of employment and the results of those visits.
4. Valley Academy Charter School must take whatever action is necessary to ensure that the parent(s) or student who is an adult understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parent(s) or student who is an adult 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 student who is an adult 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 student who is an adult:
 - 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 Valley Academy Charter School will provide to the student and in what setting.

6. Valley Academy Charter School must give the parent(s) or adult student a copy of the student's IEP at no cost to the parent(s) or student who is an adult.

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 student who is an adult must:
 - a. Indicate the purpose, time, and location of the meeting and who will be in attendance; and
 - b. Inform the parent(s) or student who is an adult of the provision for participation of other individuals who have knowledge or special expertise about the student on the IEP Team.
 - c. Inform the parent(s) that at their request the Part C service coordinator or other representatives of the Part C system may be invited to participate at the initial IEP Team meeting for a student previously served under Part C of the IDEA.
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 postsecondary transition services for the student; and
 - b. Indicate that Valley Academy Charter School will invite the student; and
 - c. Identify any other agency that will be invited, with parental or student who is an adult 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 student who is an adult and Valley Academy Charter 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 student who is blind 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 (e.g., conduct a functional behavior assessment, develop a behavior intervention plan), to address that behavior.
 - (a) When making decisions on behavior interventions, the IEP Team must refer to the USBE Technical Assistance (TA) manual that outlines the Least Restrictive Behavior Interventions (LRBI) 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, an FBA has been conducted, and a BIP based on data analysis has been developed and implemented (R277-609).
 - (b) The purpose of the LRBI 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 that parent(s) or students who is an adult 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 student who is an adult notification.

- (d) As appropriate, the student should receive an 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 that 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 student who is an adult and Valley Academy Charter 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.
 - (1) The LEA shall convene a meeting with the IEP Team regarding material or substantial changes to the IEP (e.g., the amount of service time, change in placement, termination of services).
 - b. Upon request, the parent(s) or student who is an adult 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, Valley Academy Charter School must ensure that the student's IEP Team is informed of those changes.
3. To the extent possible, Valley Academy Charter 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.
 - a. Valley Academy Charter School must ensure that the IEP Team:
 - (1) Reviews the student's IEP periodically, but not less than annually, to determine whether the annual goals for the student are being achieved; and
 - (2) Revises the IEP, as appropriate, to address:
 - (a) Any lack of expected progress toward the annual goals in the IEP and in the general education curriculum, if appropriate;
 - (b) The results of any reevaluation;
 - (c) Information about the student provided to, or by, the parent(s) or adult student;
 - (d) The student's anticipated needs; or
 - (e) Other matters.
 - (3) In conducting a review of the student's IEP, the IEP Team must consider the special factors in the Rules III.I.1.b.
 - (4) 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.
 - (5) If a participating agency, other than Valley Academy Charter School, fails to provide the postsecondary transition services described in the IEP, Valley Academy Charter School must reconvene the IEP Team to identify alternative strategies to meet the postsecondary transition objectives for the student set out in the IEP.

- (6) Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any postsecondary 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 (IEP) (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. The IEP is designed to meet the student's unique needs based on their disability, and prepare them for further education, employment, and independent living.
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 students who are non-disabled); or
 - (2) For students in pre-school, as appropriate, how the disability affects the student's participation in appropriate activities; and
 - (3) For students who are blind, the results obtained from a braille-related or braille skills assessment;
 - b. A statement of measurable annual goals, that describes what the student is reasonably expected to accomplish in a year and the conditions in which the goals will be performed, 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 a student with a disability, ages 14 and older, an annual IEP goal related to the student's postsecondary transition service needs.
- d. 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;
- e. 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;
- f. 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;
- g. 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;
- h. 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 that 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
 - (c) All students, including students with disabilities, participate in statewide assessments. Valley Academy Charter 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, Valley Academy Charter 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.
 - (1) 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:

- (2) Appropriate measurable postsecondary goals based upon age-appropriate postsecondary transition assessments related to training or education, employment, and, where appropriate, independent living skills; and
 - (3) The postsecondary transition services (including courses of study) needed to assist the student in reaching those goals.
- k. Transfer of rights at age of majority.
- (1) 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 the LEA that a student has married or become emancipated before age 18.
- l. 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, must be made available to every student with a disability receiving a FAPE, unless Valley Academy Charter School enrolls students without disabilities and does not provide physical education to students without disabilities in the same grades.

2. Each student with a disability must be afforded the opportunity to participate in the regular physical education program available to students who are nondisabled 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. If specially designed physical education (e.g., adapted physical education) is prescribed in a student's IEP, the LEA responsible for the education of that student must provide the services directly or make arrangements for those services to be provided through other public or private programs.
4. Valley Academy Charter School responsible for the education of a student with a disability who is enrolled in a separate facility must ensure that the student receives appropriate physical education services. PE.

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

1. Valley Academy Charter School must ensure that 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 that the student needs access to those devices in order to receive a FAPE.es.

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 Valley Academy Charter School;

- (2) In accordance with the student's IEP; and
 - (3) At no cost to the parent(s) of the student or student who is an adult; and
 - b. Meet the standards of the USBE in R277-751.
2. Valley Academy Charter School shall ensure that:
- a. Extended School year services are available as necessary to provide 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's and IDEA requirements.
3. Extended School year services must be provided only if a student's IEP Team determines, on an individual basis, that 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 student who is an adult shall be provided with prior written notice of proposal or refusal to provide ESY services.
 - b. If determined as 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 student who is an adult 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, Valley Academy Charter School may not:
- a. Limit extended School year 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. Valley Academy Charter School must ensure that:
 - 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 (i.e., postsecondary) and placement.
2. A state funding mechanism must not result in placements that violate the LRE requirements of the Rules III.P.–S.

III.O. INCLUSIONARY PRACTICES TO PROVIDE A FULL EDUCATIONAL OPPORTUNITY (34 CFR § 300.109; RULES III.P.)

1. Valley Academy Charter School must develop inclusionary practices that include the components in the definition using evidence-based practices. LEA's may benefit from USBE Technical Assistance, and other resources.

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

1. Valley Academy Charter School must ensure that 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 must:
 - a. Include 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. Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

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

1. In determining the educational placement of a student with a disability, including postsecondary transition-aged student with a disability, Valley Academy Charter School must ensure that:
 - a. The placement decision:
 - (1) Is made by a group of persons, including the parent(s) or student who is an adult 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 nondisabled;
 - d. In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that 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.R. PARENTAL INVOLVEMENT IN PLACEMENT DECISIONS (34 CFR §§ 300.327, 300.501; RULES III.S.)

1. Valley Academy Charter School shall ensure that 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 student who is an adult (Rules IV.B).
2. In implementing this requirement, Valley Academy Charter School shall use procedures for parent or student who is an adult involvement in placement decisions consistent with those used for parent participation in IEP meetings.
3. If neither parent or the student who is an adult can participate in a meeting in which a decision is to be made relating to the educational placement of the student, Valley Academy Charter 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 student who is an adult if Valley Academy Charter School is unable to obtain either parent's or student who is an adult participation in the decision. In this case, the LEA must have a record of its attempts to ensure their involvement.

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

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, Valley Academy Charter School must ensure that each student with a disability participates with students who are nondisabled in the extracurricular services and activities to the maximum extent appropriate to the needs of that student.
2. Valley Academy Charter School must ensure that 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. Valley Academy Charter 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.T. NONACADEMIC SERVICES (34 CFR § 300.107; RULES III.U.)

1. Valley Academy Charter 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 Valley Academy Charter School, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by Valley Academy Charter School and assistance in making outside employment available.

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

1. Consistent with the requirements of Part B of the IDEA and the Rules Valley Academy Charter School shall establish, maintain, and implement procedural safeguards for students with disabilities and their parent(s) or students who is an adult. (34 CFR § 300.500).

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 student who is an adult 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 student who is an adult 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. Valley Academy Charter School must provide notice, consistent with the Rules, to ensure that 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 Valley Academy Charter 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 Valley Academy Charter School personnel engage in to develop a proposal or a response to a parent or student who is an adult proposal that will be discussed at a later meeting.
3. Parent involvement in placement decisions.

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- a. Valley Academy Charter School must ensure that a parent of each student with a disability or student who is an adult 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 student who is an adult 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 student who is an adult 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 student who is an adult can participate in a meeting in which a decision is to be made relating to the educational placement of the student, Valley Academy Charter 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 student who is an adult if Valley Academy Charter School is unable to obtain the parents or student who is an adult participation in the decision. In this case, Valley Academy Charter School 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 Valley Academy Charter School responsible for the education of the student in question.
 - b. *Public expense* means that Valley Academy Charter School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent or student who is an adult.
2. Valley Academy Charter School has established and implemented 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 parents of a student with a disability or student who is an adult have the right to obtain an IEE of the student at public expense if they disagree with an evaluation obtained by Valley Academy Charter School.
 - b. Valley Academy Charter School must provide to the parents or student who is an adult, upon request for an IEE, information about where an IEE may be obtained and the Valley Academy Charter School criteria applicable for IEEs.
 - c. If a parent or student who is an adult requests an IEE at public expense, Valley Academy Charter School must, without unnecessary delay, either:
 - (1) File a request for a due process complaint and hearing to show that its evaluation is appropriate; or
 - (2) Ensure that an IEE is provided at public expense, unless Valley Academy Charter School demonstrates in a due process hearing that the evaluation obtained by the parent or student who is an adult did not meet Valley Academy Charter School criteria.
 - d. If Valley Academy Charter School files a due process complaint and request for hearing, and the final decision is that Valley Academy Charter School's evaluation is appropriate, the parent or student who is an adult still has the right to an IEE, but not at public expense.
 - e. If a parent or student who is an adult requests an IEE, Valley Academy Charter School may ask for the parents' or student who is an adult's reason why the student who is an adult objects to the public evaluation. However, the explanation by the parent or student who is an adult may not be required and Valley Academy Charter School may not unreasonably delay either providing the IEE at public expense or requesting a due process hearing to defend the public evaluation.
 - f. A parent or student who is an adult is entitled to only one IEE at public expense each time Valley Academy Charter School conducts an evaluation with which the parent or adult student who is an adult disagrees.

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- g. If the parent or adult student who is an adult either obtains an IEE at public expense or shares an evaluation obtained at private expense with Valley Academy Charter School, the results of the evaluation:
 - (1) Must be considered by Valley Academy Charter School in any decision made with respect to the provision of a FAPE to the student provided that the IEE meets Valley Academy Charter School criteria; and
 - (2) May be presented by any party as evidence at a hearing on a due process complaint regarding that student.
 - h. If a hearing officer requests an IEE as part of a due process hearing, the cost of the evaluation must be at public expense.
 - i. 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 Valley Academy Charter School uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's or student who is an adult right to an IEE.
 - j. Except for the criteria described above, Valley Academy Charter School may not impose additional conditions or timelines related to obtaining an IEE at public expense.
4. An IEE conducted at Valley Academy Charter School's expense becomes the property of Valley Academy Charter 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 student who is an adult a reasonable time before Valley Academy Charter 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:

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- a. A description of the action proposed or refused by Valley Academy Charter School;
 - b. An explanation of why Valley Academy Charter School proposes or refuses to take the action;
 - c. A description of each evaluation procedure, assessment, record, or report Valley Academy Charter 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 student who is an adult 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 student who is an adult to contact to obtain assistance in understanding the provisions of Part B of the IDEA;
 - f. A description of other options that the IEP Team considered and the reasons why those options were rejected; and
 - g. A description of other factors that are relevant to Valley Academy Charter 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 or student who is an adult or other mode of communication used by the parent or student who is an adult, unless it is clearly not feasible to do so.
 - (1) If the native language or other mode of communication of the parent or student who is an adult is not a written language, Valley Academy Charter School must take steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent or student who is an adult in the parent's or student who is an adult native language or other mode of communication;
 - (b) The parent or student who is an adult understands the content of the notice; and

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- (c) There is written evidence that the requirements above 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 student who is an adult must be given to the parent(s) or student who is an adult only one time a year, except that a copy also must be given to the parent(s) or student who is an adult:
 - a. Upon initial referral or parent or student who is an adult request for evaluation;
 - b. Upon receipt of the first State complaint or a due process complaint in that School year;
 - c. In accordance with the discipline procedures in 34 CFR § 300.530(h) and Rules V.F.; and
 - d. Upon request by a parent or student who is an adult.
2. Valley Academy Charter School 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 student who is an adult consent;
 - d. Access to educational records;
 - e. The opportunity to present and resolve complaints through the, including:
 - (1) The time period in which to file a due process complaint or State complaint;
 - (2) The opportunity for the agency to resolve the due process hearing complaint or State complaint; and
 - (3) The difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure,

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what issues may be raised, filing and decisional timelines, and relevant procedures;

- f. The availability of mediation;
 - g. The student's placement during pendency of hearings on due process complaints;
 - h. Procedures for students who are subject to placement in an interim alternative educational setting (IAES);
 - i. Requirements for unilateral placement by parent(s) of students or by a student who is an adult in private Schools at public expense;
 - j. Hearings on due process complaints, including requirements for disclosure of evaluation results and recommendations;
 - k. State-level appeals;
 - l. Civil actions, including the time period in which to file those actions; and
 - m. Attorneys' fees.
4. The notice required must be in language understandable to the parent(s) or student who is an adult as set forth in 34 CFR § 300.503(c) and Rules IV.C.3.
5. A parent of a student with a disability or student who is an adult may elect to receive prior written notice, procedural safeguards notice, and prior written notice following a due process complaint pursuant to Rules IV.H.6 by an electronic mail communication, if Valley Academy Charter School makes that option available (34 CFR § 300.505).

IV.E. STATE COMPLAINT PROCEDURES (34 CFR § 300.151–153; RULES IV.E.)

- 1. Valley Academy Charter School follows all requirements found in Rules IV.E regarding State complaint procedures.

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

- 1. Valley Academy Charter 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.)

1. Valley Academy Charter 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.)

1. Valley Academy Charter School follows all requirements found in Rules IV.H regarding due process complaints.

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

1. Valley Academy Charter School follows all requirements found in Rules IV.J regarding the resolution process.

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

1. Valley Academy Charter School follows all requirements found in Rules IV.K regarding impartial due process hearings.

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

1. Valley Academy Charter School follows all requirements found in Rules IV.L regarding hearing rights.

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

1. Valley Academy Charter School follows all requirements found in Rules IV.M regarding hearing decisions.

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

1. Valley Academy Charter School follows all requirements found in Rules IV.N regarding finality of decisions.

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

1. Valley Academy Charter School follows all requirements found in Rules IV.O regarding State enforcement mechanisms.

IV.O. TIMELINES AND CONVENIENCE OF HEARINGS (34 CFR § 300.515; RULES IV.P.)

1. Valley Academy Charter School follows all requirements found in Rules IV.P regarding timelines and convenience of hearings.

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

1. Valley Academy Charter School follows all requirements found in Rules IV.Q regarding civil action.

IV.Q. ATTORNEY'S FEES (CFR §300.517; UCA 53E-7-208(4)(B); RULES IV.R.)

1. Valley Academy Charter School follows all requirements found in Rules IV.R regarding attorneys' fees.

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

1. Valley Academy Charter School follows all requirements found in Rules IV.S regarding student's status during proceedings.

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

1. Valley Academy Charter School must ensure that the rights of a student are protected when:
 - a. No parent (as defined under 34 CFR § 300.30 and Rules I.E.34.) can be identified for a student under the age of majority;
 - b. Valley Academy Charter 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 Utah; or
 - d. The student is an unaccompanied youth experiencing homelessness under the age of majority.
2. The duties of Valley Academy Charter 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.

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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. Valley Academy Charter School may select a surrogate parent in any way permitted under State law.
5. Valley Academy Charter School must ensure that a person selected as a surrogate parent:
 - a. Is not an employee of the USBE, Valley Academy Charter 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 that the surrogate parent 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 Valley Academy Charter School solely because the person is paid by Valley Academy Charter School to serve as a surrogate parent.
7. In the case of a student who is an unaccompanied youth experiencing homelessness, 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 that 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 Valley Academy Charter School must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 calendar days after Valley Academy Charter School determines that the student needs a surrogate.

IV.T. 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

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who has been determined to be incompetent under State law, or the student with a disability marries or becomes emancipated:

- a. Valley Academy Charter 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.;
2. 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
 3. Whenever a state transfers rights, Valley Academy Charter School must notify the individual and the parent(s) of the transfer of rights within a reasonable time frame.

IV.U. CONFIDENTIALITY OF INFORMATION (34 CFR §§ 300.610–300.626; R277-487; RULES IV.V.)

1. Valley Academy Charter School takes appropriate steps to ensure the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by Valley Academy Charter School pursuant to Part B of the IDEA and R277-487. Valley Academy Charter School follows all requirements found in Rules IV.V.1-19 regarding confidentiality of information including
2. Definitions as used in Rules (34 CFR § 300.611).
 - 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, or from which information is obtained, under Part B of the IDEA.

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3. Record of access (34 CFR § 300.614).
 - a. Valley Academy Charter 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 student who is an adult and authorized employees of Valley Academy Charter School), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.
4. Records on more than one student (34 CFR § 300.615).
 - a. If any education record includes information on more than one student, the parent(s) of those students or the student who is an adult have the right to inspect and review only the information relating to their student or themselves or to be informed of that specific information.
5. List of types and locations of information (34 CFR § 300.616).
 - a. On request, Valley Academy Charter School must provide parents or student who is an adult with a list of the types and locations of education records collected, maintained, or used by Valley Academy Charter School.
6. Fees (34 CFR § 300.617).
 - a. Valley Academy Charter School may charge a fee for copies of records that are made for parent(s) or student who is an adult under Part B of the IDEA if the fee does not effectively prevent the parent(s) or student who is an adult from exercising their right to inspect and review those records.
 - b. Valley Academy Charter School may not charge a fee to search for or to retrieve information under Part B of the IDEA.
7. Consent for disclosure of PII (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

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- (2) Used for any purpose other than meeting a requirement of Part B of the IDEA or the Rules.
- b. Valley Academy Charter 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) 34 CFR § 99.31 allows an LEA to disclose PII from the education records of a student without the written consent of the parent(s) of the student or student who is an adult, 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) 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 student who is an adult of the transfer of records at the last known address of the parent or student who is an adult, 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 student who is an adult at the sending LEA.
 - (b) The LEA 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) The LEA transferring the records must keep a copy of the records for three years after the transfer.
- c. Valley Academy Charter 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 student who is an adult if the conditions of 34 CFR §§ 99.31

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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 student who is an adult 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.
 - e. Note: As authorized in 34 CFR § 99.31 (FERPA), Valley Academy Charter 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 student who is an adult consent or notice to officials of another School or School district in which a student seeks or intends to enroll.
8. Safeguards (34 CFR § 300.623).
- a. Valley Academy Charter School must protect the confidentiality of PII at collection, storage, disclosure, and destruction stages.
 - b. One official at Valley Academy Charter School must assume responsibility for ensuring the confidentiality of any PII.
 - c. All persons collecting or using PII must receive training or instruction regarding the State's policies and procedures in this section and 34 CFR § 99.
 - d. Valley Academy Charter 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 PII on students with disabilities.
9. Destruction of information (34 CFR § 300.624).
- a. Valley Academy Charter School must inform parents or student who is an adult when PII collected, maintained, or used under Part B of the IDEA and the 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 student who is an adult. However, a permanent record of a student's name, address, phone number, the student's grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

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- 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.

V. DISCIPLINE PROCEDURES (34 CFR § 300.530)

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

1. Consistent with the requirements of Part B of the IDEA and the Rules, Valley Academy Charter School shall establish, maintain, and implement 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 the student's current placement to an appropriate interim alternative educational setting (IAES), another setting, or suspension, for not more than ten consecutive School days (to the same 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 because of disciplinary removal as set forth in 34 CFR § 300.536 and Rules V.D.).
3. After a student with a disability has been removed from the student's current placement for ten School days in the same School year, during any subsequent days of removal Valley Academy Charter School must provide services to the extent required under 34 CFR § 300.530(d) and Rules V.C.
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, Valley Academy Charter School must provide services to the student as outlined in Rule V.C.

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, an FBA, 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. Valley Academy Charter School is only required to provide services during periods of removal to a student with a disability who has been removed from the student's 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 the student's 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 under 34 CFR § 300.536 and Rules V.D., 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, including shortened School days; or

- b. The student has been subjected to a series of removals that constitute a pattern, including shortened School days:
 - (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. As used in the Rules, shortened School days occur when a student's School day is reduced solely by School personnel in response to the student's behavior for disciplinary purposes, rather than the student's IEP team or placement team for that student to receive a FAPE.
 - a. In general, the use of informal removals to address a student's behavior, if implemented repeatedly throughout the School year, could constitute a disciplinary removal from the current placement. Therefore, the discipline procedures in 34 C.F.R. §§ 300.530 through 300.536 and Rules V. would generally apply unless all three of the following factors are met:
 - (1) The student is afforded the opportunity to continue to appropriately participate in the general curriculum;
 - (2) The student continues to receive the services specified on the student's IEP; and
 - (3) The student continues to participate with nondisabled children to the extent they would have in their current placement. 71 Fed. Reg. 46715 (Aug. 14, 2006).
3. Valley Academy Charter 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 OF DETERMINATION (34 CFR § 300.530(E–G, I); 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, the LEA, the parent or adult student, and relevant members of the student’s IEP Team (as determined by the parent or student who is an adult 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 Valley Academy Charter School’s failure to implement the IEP.
2. The conduct must be determined to be a manifestation of the student’s disability if the LEA, the parent or student who is an adult, and relevant members of the student’s IEP Team determine that:
 - a. The misconduct was caused by or had a direct and substantial relationship to the student’s disability; or
 - b. The misconduct was the direct result of Valley Academy Charter School’s failure to implement the IEP.
3. If the LEA, the parent or student who is an adult, and relevant members of the student’s IEP Team determine that the misconduct was the direct result of the Valley Academy Charter School’s failure to implement the IEP, Valley Academy Charter School must take immediate steps to remedy those deficiencies.
4. If the LEA, the parent(s) or student who is an adult, 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:
 - a. Either:
 - (1) Conduct a functional behavior assessment (FBA), unless Valley Academy Charter School had conducted a FBA before the behavior that resulted in the change of placement occurred, and implement a BIP for the student; or

- (2) If a BIP has already been developed, review the BIP, and modify it, as necessary, to address the behavior;
 - b. And, 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 BIP.
5. Special circumstances.
- a. 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:
 - (1) Carries a weapon to or possesses a weapon at School, on School premises, or to or at a School function under the jurisdiction of the Valley Academy Charter School;
 - (2) 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 Valley Academy Charter School;
 - (3) Has inflicted serious bodily injury upon another person while at School, on School premises, or at a School function under the jurisdiction of Valley Academy Charter School.
 - b. Definitions.
 - (1) 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 (18 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(H); RULES V.F.)

1. 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, Valley Academy Charter School must notify the parent(s) or student who is an adult of that decision and provide the parent(s) or student who is an adult the procedural safeguards notice.

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

1. 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 Rules 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 student who is an adult who disagrees with any decision regarding placement or the manifestation determination, or if Valley Academy Charter School 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 and requesting a hearing.
2. Authority of hearing officer.

- a. A due process hearing officer hears and makes a determination regarding an appeal under Rules V.H.1.
 - 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 Valley Academy Charter 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 student who is an adult or Valley Academy Charter School in the dispute must have an opportunity for an impartial due process hearing.
 - b. Valley Academy Charter 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 student who is an adult and Valley Academy Charter 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. Parties may not mutually agree to extend the resolution period to resolve an expedited due process complaint. Therefore, when the parties have participated in a resolution meeting or engaged in mediation and the dispute has not been resolved to the satisfaction of both parties within 15 days of the receipt of the due process complaint, the expedited due process hearing may proceed.
- e. A hearing officer may not extend the timeline for making a determination in an expedited due process hearing.
- f. The decisions on expedited due process hearings are final, unless meeting the requirements of 34 CFR § 300.514(b) or 34 CFR § 300.516.6.

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

1. When an appeal through a due process complaint has been made by either the parent or student who is an adult or Valley Academy Charter 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 Valley Academy Charter School (or USBE if appropriate) 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 Valley Academy Charter School had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.
2. Valley Academy Charter 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 student who is an adult expressed concern in writing to supervisory or administrative personnel of Valley Academy Charter 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 student who is an adult requested an evaluation of the student pursuant to 34 CFR §§ 300.300 through 300.311; or
 - c. The teacher of the student, or other personnel of Valley Academy Charter School, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education of Valley Academy Charter School or to other supervisory personnel of Valley Academy Charter School.
3. Valley Academy Charter 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 student who is an adult:
 - (1) Has not allowed an evaluation of the student pursuant to 34 CFR §§ 300.300 through 300.311; or
 - (2) Has refused services under this part; or
 - b. The student has been evaluated in accordance with 34 CFR §§ 300.300 through 300.311 and determined to not be a student with a disability under Part B of the IDEA.
4. If Valley Academy Charter 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 Valley Academy Charter School and information provided by the parent(s) or adult student, Valley Academy Charter School 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 Valley Academy Charter 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 Valley Academy Charter 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 Valley Academy Charter School reports the crime.
 - b. If Valley Academy Charter 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 FERPA.

VI. STUDENTS WITH DISABILITIES IN OTHER SETTINGS

VI.A. PRIVATE SCHOOL PLACEMENTS BY LEAs (34 CFR § 300.325; RULES VI.A.)

1. VALLEY ACADEMY CHARTER SCHOOL NAME] follows all requirements found in Rules VI.A regarding private School placements.

VI.B. STUDENTS WITH DISABILITIES ENROLLED BY THEIR PARENT(S) IN PRIVATE SCHOOLS WHEN FAPE IS NOT AT ISSUE (UNILATERAL PLACEMENT) (34 CFR § 300.130; RULES VI.B.)

1. Valley Academy Charter School follows all requirements found in Rules VI.B regarding students with disabilities enrolled by their parent(s) in private Schools when FAPE is not at issue (unilateral placement).

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

1. Valley Academy Charter School follows all requirements found in Rules VI.C regarding students with disabilities enrolled by their parent(s) in private Schools when FAPE is at issue.

VI.D. STUDENTS WITH DISABILITIES ENROLLED IN HOME SCHOOL (RULES IV.D.)

1. Valley Academy Charter School is responsible for location, identification, and evaluation for eligibility for home Schooled students in its boundaries.
2. A student who is home Schooled shall meet the eligibility criteria for students with disabilities in conformity with Rules II.C.–H., including proper documentation, using comparable procedures to those required for identifying a student eligible in a public School.
3. If a parent of a student or student who is an adult who is home Schooled or placed in a private School by the parent(s) at their own expense does not provide consent for the initial evaluation or the reevaluation, or the parent or student who is an adult fails to respond to a request to provide consent (34 CFR § 300.300):
 - a. The School district may not use the dispute resolution procedures provided in the procedural safeguards, including mediation or due process procedures; and

- b. The School district is not required to consider the student as eligible for services.
4. Students enrolled in home School full time.
 - a. No student with a disability who is home Schooled full time has an individual right to receive any of the special education and related services the student would receive if enrolled in a public School.
5. Valley Academy Charter School must make the final decision with respect to the services, if any, to be provided to eligible home-Schooled students with disabilities.
6. Valley Academy Charter School may develop a services plan for students who are home Schooled with disabilities who are eligible for special education and related services under Part B of the IDEA and the Rules. The services plan shall describe the special education and related services, if any, Valley Academy Charter School will provide to the student, and must, to the extent appropriate:
 - a. Meet the IEP content requirements with respect to the services provided; and
 - b. Be developed, reviewed, and revised consistent with the IEP provisions in Rules III.I.
7. Valley Academy Charter School shall determine where and when any services specified in the services plan will be provided.
8. 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 student in dual enrollment.
 - 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.
9. Home Schools do not meet the definition of private Schools (R277-438).8).

VI.E. STUDENTS WITH DISABILITIES ENROLLED IN ADULT EDUCATION (R277-733; UCA 53E-10-205; RULES VI.E.)

1. Students with disabilities enrolled in Adult Education 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 (i.e., age 22).
2. The responsibility for FAPE for students with disabilities enrolled in Adult Education classes remains with the School district of residence.

VI.F. 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.G. STUDENTS WITH DISABILITIES CONVICTED AS ADULTS AND INCARCERATED IN ADULT PRISONS (34 CFR § 300.324; RULES VI.J.)

1. Valley Academy Charter School follows all requirements found in Rules VI.J regarding students with disabilities convicted as adults and incarcerated in adult prisons.

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

1. Valley Academy Charter School follows all requirements found in Rules VI.K regarding students with disabilities who are also in state custody/care.

VI.I. STUDENTS WITH DISABILITIES WHO RESIDE IN NURSING HOMES (RULES VI.L.)

1. Valley Academy Charter School follows all requirements found in Rules VI.L regarding students with disabilities who reside in nursing homes. Students with disabilities residing in nursing homes and their parent(s) or students who

Students with Disabilities in Other Settings

is an adult have the same rights under IDEA as all other students who are IDEA-eligible students with disabilities.

VII. POSTSECONDARY TRANSITIONS

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

1. Purpose (34 CFR § 300.1; Rules VII.B.1).
 - a. To ensure that all students with disabilities have available to them a FAPE 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. *Postsecondary 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, competitive integrated employment (including supported employment), continuing and adult education, adult services, independent living, or full 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. Postsecondary 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 student who is an adult participation (34 CFR § 300.322; Rules VII.B.3).
 - a. 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:
 - (1) That a purpose of the meeting will be the consideration of the postsecondary goals and postsecondary transition services for the student;
 - (2) That the LEA will invite the student; and
 - (3) Identify any other agency that will be invited, with the consent of the parent(s) or student who is an adult, to send a representative.
4. IEP Team (34 CFR § 300.321; Rules VII.B.4).
 - a. For an IEP Team meeting that includes as a purpose the development of a postsecondary transition plan:
 - (1) Valley Academy Charter 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 postsecondary goals for the student and the postsecondary transition services needed to assist the student in reaching those goals.
 - (2) If the student does not attend the IEP meeting, Valley Academy Charter School must take other steps to ensure that the student's preferences and interests are considered.
 - (3) To the extent appropriate, with the consent of the parent(s) or adult student, Valley Academy Charter School must invite a representative of any participating agency that is likely to be responsible for providing or may be paying for postsecondary transition services.
5. Definition of IEP (34 CFR § 300.320(b); Rules VII.B.5).
 - a. For a student with a disability, ages 14 and older, an annual IEP goal related to the student's postsecondary transition service needs.

- b. Postsecondary 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 postsecondary transition assessments related to training or education, employment, and, where appropriate, independent living skills;
 - (2) Postsecondary transition services (e.g., activities, experiences, specially designed instruction), that will reasonably enable the student to reach the postsecondary goals identified on the IEP;
 - (3) Multi-year courses of study that will reasonably enable the student to reach the postsecondary goals identified on the IEP;
 - (4) 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;
 - (5) If appropriate, evidence that a representative of any participating agency that might be providing or paying for any postsecondary transition services was invited to the IEP Team meeting with written consent of the parent or adult student prior to the meeting; and
 - (6) Any modifications to graduation requirements, as permitted under R277-700.
 - c. Students with disabilities must have access to all School services related to college and career readiness planning and must be actively invited and included in School activities which address course planning (including online courses), graduation, and postsecondary education and employment (i.e., college week, scholarship opportunities, ACT, and concurrent enrollment) (R277-462).
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 (i.e. Procedural Safeguards) 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 the student's 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.
 - d. 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:
 - (1) Valley Academy Charter School must provide any notice required by Part B of the IDEA to both the individual and the parent(s); and
 - (2) All other rights accorded to parents under Part B of the IDEA transfer to the student;
 - (3) 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
 - e. Whenever a state transfers rights, Valley Academy Charter School must notify the individual and the parent(s) of the transfer of rights within a reasonable time frame.
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, Valley Academy Charter School 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 postsecondary 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.
 - (1) Valley Academy Charter School develops the summary of student's academic achievement and functional performance with the IEP Team and additional individuals as appropriate (e.g., School counselors, CTE teachers, Pre- Employment Transition Service representatives).
 - c. Receipt of a general educational development (GED) credential does not end eligibility for FAPE.
8. Failure to meet postsecondary transition objectives (34 CFR § 300.324; Rules VII.B.8)
- a. If a participating agency, other than Valley Academy Charter School, fails to provide the postsecondary transition services described in the IEP, Valley Academy Charter School must reconvene the IEP Team to identify alternative strategies to meet the postsecondary 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 postsecondary 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 postsecondary 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 postsecondary transition planning and postsecondary 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 VII.C.)

1. The obligation of Valley Academy Charter 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 in the Rules VII.C.1 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. Valley Academy Charter 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 the Rules IV.D, including being given a reasonable time before the LEA 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. Valley Academy Charter School may modify graduation requirements consistent with the student's IEP (R277-700-6(25)). Valley Academy Charter 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 (UCA 53E-7-201; R277-419-2(23)(B); RULES VII.D.)

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

VIII. RESPONSIBILITIES OF THE UTAH STATE BOARD OF EDUCATION

VIII.A. GENERAL SUPERVISORY AUTHORITY (RULES VIII.A.)

1. In addition to the requirements listed below, Valley Academy Charter School provides data as required for State and Federal reports and other State functions as listed in Rules VIII.
2. LEA special education program funding (Rules VIII.A.3)
 - a. Valley Academy Charter School shall provide, either singly or in cooperation with other School districts or public institutions, a FAPE for all students with disabilities who are residents of the district or enrolled in a public Valley Academy Charter School. The program shall include necessary special facilities, instruction, and education-related services. The costs of Valley Academy Charter School's program, or share of a joint program, shall be paid from LEA funds.
 - b. Valley Academy Charter School shall receive funds under UCA 53F-2-1, State Funding--Minimum School Program (MSP), and other applicable laws to provide special education services in accordance with the Rules.
 - c. Valley Academy Charter 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 (RULES VIII.B.)

1. Program options (34 CFR § 300.110; Rules VIII.B.3).
 - a. Valley Academy Charter School takes steps to ensure that its students with disabilities have available to them the variety of educational programs and services available to students who are nondisabled in the area served by

the agency, including art, music, industrial arts, consumer and homemaking education, and vocational education.

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

1. Valley Academy Charter School is involved in the UPIPS monitoring system, as required under Part B of the IDEA, R277-709, and R277-114-3.
 - a. Valley Academy Charter 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 (34 CFR § 300.156; R277-301).
 - a. 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.
 - b. The qualifications established by USBE and IDEA ensure that each person employed as a public School special education teacher in the State who teaches in an elementary School, middle School, or secondary School—
 - (1) Has obtained full State certification as a special education teacher (including certification obtained through an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in 34 CFR 200.56(a)(2)(ii)), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher;
 - (2) Has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
 - (3) Holds at least a bachelor's degree.
 - c. A teacher will be considered to meet the standard of this section if that teacher is participating in an alternate route to special education certification program under which:
 - (1) The teacher:

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- (a) Receives high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;
 - (b) Participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;
 - (c) Assumes functions as a teacher only for a specified period of time not to exceed three years; and
 - (d) Demonstrates satisfactory progress toward full certification as prescribed by the State; and
- (2) The State ensures, through its certification and licensure process, that the provisions of this section are met.
- d. An adapted physical education endorsement, attached to a general or special education license, is requirement for educators to teach adapted physical education.
2. Related services personnel and paraeducators (R277-301, R277-306, and R277-324).
- a. The qualifications include qualifications for related services personnel and paraeducators that:
 - (1) 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
 - (2) Ensure that related services personnel who deliver services in their discipline or profession:
 - (a) Meet the requirements; and
 - (b) Have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
 - (3) 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.

(4) Interpreters for the Deaf.

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

3. Notwithstanding any other individual right of action that a parent, student who is an adult, 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 the USBE or Valley Academy Charter School, or other public agency employee to be highly qualified, or to prevent a parent or adult student from filing a State complaint or due process 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, Valley Academy Charter 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 students who are nondisabled, including data disaggregated by race and ethnicity. The USBE staff shall examine these data to determine if significant discrepancies are occurring:
 - a. Between students who are nondisabled and students with disabilities within Valley Academy Charter 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 Valley Academy Charter School personnel from requiring parents or student who is an adult 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 student who is an adult 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; RULES IX.A.)

1. Federal special education funding is made available through a grant to the state from the 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.
2. Annually, the USBE staff shall notify Valley Academy Charter School of the availability of Federal funds under Part B of the IDEA. In order to receive IDEA Part B flow-through funds, Valley Academy Charter 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.
3. Valley Academy Charter School must have a USBE-approved special education program (UCA 53F-2- 307). Valley Academy Charter School's program is approved by the state board when Valley Academy Charter School's special education policies and procedures are approved by the USBE special education staff and then by Valley Academy Charter School's local board in a public meeting. The LEA must submit documentation of the local board's approval to the USBE special education staff.
4. The USBE approval of Valley Academy Charter School's policies and procedures includes the approval of any supporting documentation necessary to ensure their implementation. All required minimum components of Rules IX.A.4.a-e are addressed in this policies and procedures manual.
5. As part of establishing eligibility for Part B funds, Valley Academy Charter School must have revised policies and procedures in alignment with the IDEA 2004 final regulations and current rules within one year of the final Board approval of the Rules.
6. Policies and procedures submitted by Valley Academy Charter 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. Valley Academy Charter School submits modifications to the USBE staff that the USBE 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 Valley Academy Charter School 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 Valley Academy Charter School 's policy and procedures.
7. Valley Academy Charter School must have on file with the USBE staff information to demonstrate that it will make available to parents of students with disabilities or student who is an adult and to the general public all documents relating to the eligibility of the LEA under Part B of the IDEA (34 CFR § 300.212).
 8. Valley Academy Charter 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.4.d(2)(s)).
 9. Valley Academy Charter 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.4.e.).

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

1. Valley Academy Charter School submits a plan that provides assurances to the USBE that Valley Academy Charter School meets each of the conditions in this section (34 CFR § 300.200).
2. Valley Academy Charter School, in providing for the education of students with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established in Rules (34 CFR § 300.201).

3. Use of amounts (34 CFR § 300.202).
 - a. Valley Academy Charter School must have on file with the USBE staff information to demonstrate that amounts provided to the LEA under Part B of the IDEA:
 - (1) Must be expended in accordance with the applicable provision of the Rules;
 - (2) Must be used only to pay the excess costs of providing special education and related services to students with disabilities consistent with the Rules; and
 - (3) Must be used to supplement State, local, and other Federal funds and not to supplant those funds.
4. The excess cost requirement prevents Valley Academy Charter School from using funds provided under Part B of the IDEA to pay for all the costs directly attributable to the education of a student with a disability.
5. Valley Academy Charter 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 (MOE) (34 CFR § 300.203).
 - a. Eligibility standard.
 - (1) For purposes of establishing Valley Academy Charter School's eligibility for an award for a fiscal year, the USBE must determine that Valley Academy Charter School budgets for the education of students with disabilities for at least the same amount, from at least one of the following sources, as the LEA 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 Valley Academy Charter School must budget to meet the requirement in the Rules IX.B.6.a.(1), Valley Academy Charter 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 Valley Academy Charter 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 Valley Academy Charter School is budgeting; and
 - (b) Reasonably expects to take in the fiscal year for which Valley Academy Charter School is budgeting.
 - (3) Expenditures made from funds provided by the Federal government for which the USBE is required to account to the Federal government or for which Valley Academy Charter School is required to account to the Federal government directly or through the USBE may not be considered in determining whether Valley Academy Charter 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 Valley Academy Charter School under Part B of the IDEA must not be used to reduce the level of expenditures for the education of students with disabilities made by Valley Academy Charter School from local funds below the level of those expenditures for the preceding fiscal year.
 - (2) Valley Academy Charter School meets this standard if it does not reduce the level of expenditures for the education of students with disabilities made by Valley Academy Charter 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 USBE is required to account to the Federal government or for which Valley Academy Charter School is required to account to the Federal government directly or through the USBE may not be considered in determining whether an LEA 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, Valley Academy Charter School fails to meet the requirements of 34 CFR § 300.203 in effect at that time, the level of expenditures required of Valley Academy Charter 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 Valley Academy Charter School's reduced level of expenditures.
 - (2) If, in any fiscal year beginning on or after July 1, 2015, Valley Academy Charter School fails to meet the requirement of Rules IX.B.6.b.(2)(a) or IX.B.6.b.(2)(c) and Valley Academy Charter School is relying on local funds only, or local funds only 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 Valley Academy Charter 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 Valley Academy Charter School's reduced level of expenditures.
 - (3) If, in any fiscal year beginning on or after July 1, 2015, Valley Academy Charter School fails to meet the requirement of Rules IX.B.6.b.(2)(b) or IX.B.6.b.(2)(d) and Valley Academy Charter 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 Valley Academy Charter 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 Valley Academy Charter School's reduced level of expenditures.

d. Consequence of failure to maintain effort.

- (1) If Valley Academy Charter 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 GEPA (20 USC § 1234a) to return to the Department, using non-Federal funds, an amount equal to the amount by which Valley Academy Charter School failed to maintain its level of expenditures in accordance with Rules IX.B.6.b. in that fiscal year, or the amount of Valley Academy Charter 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 Valley Academy Charter School's failure to meet the Maintenance of Effort requirement, the USBE shall reduce the amount provided to the Valley Academy Charter School's MSP Basic Program on a 1/12 basis.

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

a. Valley Academy Charter School may reduce the level of expenditures by Valley Academy Charter 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:

- (1) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
- (2) A decrease in the enrollment of students with disabilities.
- (3) The termination of the obligation of Valley Academy Charter 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:
 - (a) Has left the jurisdiction of Valley Academy Charter School;
 - (b) Has reached the age at which the obligation of Valley Academy Charter School to provide a FAPE to the student has terminated;or

- (c) No longer needs the program of special education.
 - (4) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of School facilities.
 - (5) The assumption of cost by the high-cost fund (i.e., Intensive Services 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 Valley Academy Charter School under Part B of the IDEA exceeds the amount Valley Academy Charter School received for the previous fiscal year, Valley Academy Charter 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.
 - (1) If Valley Academy Charter School exercises the authority to reduce the level of expenditures due to an increase in Part B funds, Valley Academy Charter 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 Valley Academy Charter School is using funds under the ESEA/ESSA for those activities.
 - c. The USBE staff must prohibit Valley Academy Charter School from reducing the level of expenditures for a fiscal year, if the USBE staff determines that:
 - (1) Valley Academy Charter 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 Valley Academy Charter 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 Valley Academy Charter School for mandatory or voluntary Coordinated Early Intervening Services shall count

toward the maximum amount of expenditures that Valley Academy Charter School may reduce under the requirements of this section.

9. If the USBE staff determines that Valley Academy Charter School is not meeting the requirements of Rules, the USBE staff may prohibit Valley Academy Charter 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. Valley Academy Charter 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 Valley Academy Charter School 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 Valley Academy Charter 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 of the rights and services guaranteed to students with disabilities under Part B of the IDEA.A.

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

1. Students with disabilities ages 3 through 21 who attend public Valley Academy Charter Schools and their parent(s) or adult students retain all rights under Part B of the IDEA and the Rules.
2. If the public Valley Academy Charter School is an LEA that receives funding under Part B or State special education funding, that Valley Academy Charter School is responsible for ensuring that all of the requirements of Part B of the IDEA and the Rules are met. Valley Academy Charter Schools 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. If the public Valley Academy Charter School is not an LEA receiving funding under Part B or State special education funding, or a School that is part of an LEA receiving funding under Part B or State special education funding, the USBE is responsible for ensuring that the requirements of Part B and the Rules are met.
 - a. Nothing in the Rules prohibit School districts and Valley Academy 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. Valley Academy Charter School may not use more than 15 percent of the amount Valley Academy Charter 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, Valley Academy Charter 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. Valley Academy Charter School that develops and maintains coordinated early intervening services (either mandatory or voluntarily) under this section 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.

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

1. Valley Academy Charter 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; R277-304, R277-306, R277-320, and R277-324.

2. Paraeducators, when used to carry out Part B of the IDEA, must be appropriately trained and supervised, and utilized in accordance with the USBE Paraeducator Standards.
 - a. Valley Academy Charter School shall provide documentation of training and supervision to USBE staff upon request.

IX.F. FUNDED PREVALENCE OF DISABLING CONDITIONS (UCA 53F-2-307; RULES IX.F.)

1. When calculating and applying the growth factor, a School district's total special education average daily membership (ADM) for a given year is limited to the following percentage of the School district's total student ADM for the same year:
 - a. For a School district in a county of the first, second, or third class, 14%; and
 - b. For a School district in the county of the fourth, fifth, or sixth class, 20%..

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

1. Valley Academy Charter School remains obligated to provide a student with a disability with a FAPE even when Valley Academy Charter School has not personally engaged with the student during the prior ten consecutive days and therefore may no longer count the student as an eligible student under pupil accounting (R277-419).
2. Valley Academy Charter School will oversee the caseload of each special educator (including psychologists, social workers, speech language pathologists, occupational therapists, physical therapists, adapted physical education specialists, and any other related servers) to ensure that a FAPE is available to all eligible students with disabilities.

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

1. Hearing aids. Valley Academy Charter 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, Valley Academy Charter 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.I. EDUCATOR LICENSE REQUIREMENTS (R277-301, R277-304, R277-306, AND R277-320; RULES IX.I.)

1. 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. Valley Academy Charter School superintendent or Valley Academy Charter School administration shall be responsible for the evaluation of the appropriateness of licenses and endorsements when assigning staff members. Valley Academy Charter School refers to the USBE Teaching, Leadership, and Paraeducator Standards.
2. "License areas of concentration" or "license area" means a designation on a license of the specific educational setting or role for which the individual is qualified, to include the following:
 - a. Early Childhood;
 - b. Elementary;
 - c. Secondary;
 - d. School Leadership
 - e. Career and Technical Education or "CTE";
 - f. School Counselor;
 - g. School Psychologist;
 - h. Special Education;

- i. PreSchool Special Education;
 - j. Deaf Education;
 - k. Speech-Language Pathologist;
 - l. Speech-Language Technician;
 - m. School Social Worker; and
 - n. Audiologist. (R277-301-2.7(a)).
3. 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.
 4. An adapted physical education endorsement is required for special educators and general educators to teach adapted physical education.

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

1. An LEA that chooses to coordinate with the NIMAC, when purchasing print instructional materials, must acquire those instructional materials in the same manner, and subject to the same conditions as the USBE under Rules VIII.W.
2. If Valley Academy Charter School chooses not to coordinate with the NIMAC, Valley Academy Charter School must provide an assurance to the USBE that Valley Academy Charter School will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.
3. Nothing in this section relieves Valley Academy Charter 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.
4. For all purposes of this section, the USBE defines timely manner as follows: the USBE 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

1. 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.
2. *Federal special education funds* means funds paid to the State under IDEA Part B for the purposes of special education.
3. *State special education funds* means state funds appropriated to public education for the purposes of special education.
4. Federal special education funds are calculated, allocated, and classified differently than state special education funds. The Rules 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 (UCA 53F-2-307; RULES X.A.1-2.)

1. State special education funds may be spent only for direct costs and construction or altering existing facilities, as outlined in the Rules.
 - a. 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.
 - b. Constructing facilities or altering existing facilities if:
 - (1) The costs are necessary costs and reasonable costs;
 - (2) The costs are not for the general purpose of bringing facilities into compliance with:
 - (a) Section 504 of the Rehabilitation Act of 1973; or

- (b) The Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.;
- (3) The construction or alteration meets the needs of one or more students with disabilities; and
- (4) Valley Academy Charter School submits an application for review by the state board;
- (5) The state board approves the expenditure in accordance with rules, including requirements that:
 - (a) Valley Academy Charter School has not been identified with significant disproportionality;
 - (b) Valley Academy Charter School has no outstanding uncorrected findings of non-compliance;
 - (c) Valley Academy Charter School has no dispute resolution findings related to FAPE in the past year;
 - (d) Valley Academy Charter School has been determined to “meet requirements” based on the USBE’s programmatic Results Driven Accountability/Annual Performance Report (RDA/APR); and
 - (e) No other evidence, e.g., from School accreditation, fiscal audits, etc., indicators that Valley Academy Charter School is not adequately providing FAPE.
- 2. State special education funds are appropriated to the 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. Valley Academy Charter School must be current with the UPIPS monitoring requirements, including correction of noncompliance within one year of notification, annual Corrective Action Plan (CAP) and PIP reports, and desk audit submissions to be eligible for State special education funds.

X.C. SPECIAL EDUCATION ADD-ON ALLOWABLE USE (FUND1205) (UCA 53F-2-307(1); RULES X.C.)

1. Valley Academy Charter School must use 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, -308(3); RULES X.E.)

1. *Self-contained* means a student in public-School 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. Valley Academy Charter School must 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. Must be used 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
2. Funds must be used in accordance with Rules X.B. and to cover the direct costs of providing special education to students with disabilities.

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

1. Must be used for direct costs attributable to the cost of 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.

2. Funds must be used in accordance with Rules X.B. and to cover the direct costs of providing special education to students with disabilities in accordance with R277-751.51.

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

1. Must be used 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 student who is an adult, and preparing and maintaining records.

X.H. STATE SPECIAL EDUCATION INTENSIVE SERVICES ALLOWABLE USE (FUND1230) (UCA 53F-2-309(1); RULES X.O.)

1. Must be used 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 (UCA 53F-2-307; RULES X.P.)

1. State special education funds may be spent only for direct costs and construction or altering existing facilities as outlined in Rules X.A. and X.B., 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. 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 are allowable.
3. The costs of providing inclusive special education preSchool services are an allowable excess cost.
4. The costs of including peer models in IEP services that require a peer model are allowable.
5. The costs of providing co-teaching, in which both a licensed general educator and licensed special education teacher plan and provide specially designed instruction are allowable.
6. Valley Academy Charter 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., 4-8.)

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 according to 34 CFR §300.705.
2. Valley Academy Charter 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 are allowable.
3. Valley Academy Charter School will use Federal special education funds for the costs of including peer models in IEP services that require a peer model are allowable.
4. Valley Academy Charter 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 are allowable.
5. Valley Academy Charter School follows the allowable use of Federal special education funds, as listed in Rules X.R.8.



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Uniform Policy (K-5)

I. Purpose and Philosophy

Valley Academy has chosen to adopt a uniform dress code in order to create a positive atmosphere where students can feel safe and comfortable. Uniforms minimize visual socioeconomic differences between students and create an environment where clothing and fashion are not a distraction to the daily educational process.

II. Policy

Students are required to wear the Valley Academy uniform daily while on school property during normal school hours, during after-school activities and on all field trips, unless otherwise specified. Dress code violations will be addressed with parents.

III. Special Accommodations

- a. Accommodations regarding the dress code may be made for students and families who have the following challenges.
 - i. Are financially unable to provide the uniform. They may meet with a school administrator to discuss the options available.
 - ii. Medical reasons. A doctor's note to the school administrator explaining the necessary modifications to the dress code and the length of time the modification must be held will be necessary.
 - iii. Items of clothing or jewelry that have previously been identified for religious reasons.
- b. Valley Academy administration reserves the right to be the ultimate authority in deciding what constitutes appropriate school attire.

IV. Procedure of Policy

- a. This policy applies to all learning environments, including online.
- b. Uniforms will be plain, simple, and conservative. All clothing worn during school hours must be solid colors; no prints, patterns, or logos are allowed, except for the school logo clothing.
- c. Clothing should fit properly and should be clean and in good condition.
- d. **Tops**
 - i. Acceptable tops are Valley Academy spirit shirts or polo-style shirts in any solid color and polo-style dresses in either short or long sleeves. No logos are allowed on tops

except for the school logo.

- ii. Long sleeve undershirts must be a solid color.
- iii. Long-sleeved sweaters, cardigans, and jackets with a zipper are acceptable in any solid color with school-approved shirt underneath. Hoods are not allowed to be pulled over the head inside the buildings.

e. Bottoms

- i. All pants, shorts, skorts, skirts, and jumpers may be any solid color. Jeans/denim are allowed, but they must not have holes, tears, or rips.
- ii. Shorts, skirts, skorts, jumpers, and dresses must be no shorter than 4 inches above the knee in length.
- iii. All bottoms must fit properly. The following are not allowed as a part of the normal daily uniform: athletic wear, sweatpants, pajama pants, leggings, or jeggings.
- iv. Children will be active throughout the day, therefore, if skirts, jumpers, and dresses do not have built-in shorts, appropriate apparel must be worn underneath.

f. Shoes and Socks

- i. Shoes must have a closed toe and back.
- ii. Wheels are not allowed.
- iii. Any color of socks is allowed, but must be worn under the pants.

Updated 6/22/23

DRAFT



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6-8th Grade Dress Code

Middle School will follow the K-5 Uniform Policy with the following exceptions:

Tops - any sleeved shirt that has school appropriate content. No midriffs or altered shirts.

Valley Academy administration reserves the right to be the ultimate authority in deciding what constitutes appropriate school attire.

Board Approved 12/13/18
Amended 7/11/20



Prohibition of Bullying, Hazing, and Retaliation

I. Valley Academy Charter (“VAC” or “Valley”) Policy

- a. VAC prohibits bullying of students or employees by other students or employees at school/work, while on school or VAC property, at school/work-related activities and events, on a school bus, at a school bus stop, or while the student or employee is traveling to or from a school/work-related activity or event. VAC encourages all victims of bullying, and all persons with knowledge of bullying, to report the incident(s) immediately.
- b. VAC prohibits cyber-bullying wherever it occurs when the conduct creates a substantial and material disruption, or it is reasonably foreseeable that the conduct will create a substantial and material disruption, at school.
- c. VAC prohibits the hazing of students or employees by other students or employees at any time or in any location. VAC encourages all victims of hazing, and all persons with knowledge of hazing, to report the incident(s) immediately.
- d. No student or employee may engage in retaliation against a student, employee, investigator, or a witness of an alleged incident of bullying, hazing, or retaliation. VAC encourages all victims of retaliation, and all persons with knowledge of retaliation, to report the incident(s) immediately.
- e. No student or employee may make a false allegation of bullying, hazing, or retaliation against a student or employee.

II. Purpose and Philosophy

The Valley Board is committed to providing all students and VAC employees with a safe and secure learning and working environment. Lack of reporting incidents of bullying or hazing reduce a student's ability to achieve academically and reduces an employee's ability to perform their job responsibilities. In addition, bullying, hazing, and retaliation can directly affect a student's or an employee's health and well-being, and may contribute to excessive absences, physical illness, mental and emotional anguish, and long-term social and psychological consequences. The Valley Board encourages educators and employees to develop procedures to stop and prevent bullying, hazing, and retaliation and procedures for reporting incidents of bullying or hazing at VAC.

III. Definitions

- a. "Abusive conduct" means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of

occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress.

- i. A single act does not constitute abusive conduct.
- b. "Bullying" means a school employee or student intentionally committing a written, verbal, or physical act against a school employee or student that a reasonable person under the circumstances should know or reasonably foresee will have the effect of:
 - i. causing physical or emotional harm to the school employee or student;
 - ii. causing damage to the school employee's or student's property;
 - iii. placing the school employee or student in reasonable fear of:
 - 1. harm to the school employee's or student's physical or emotional well-being; or
 - 2. damage to the school employee's or student's property;
 - iv. creating a hostile, threatening, humiliating, or abusive educational environment due to:
 - 1. the pervasiveness, persistence, or severity of the actions; or
 - 2. a power differential between the bully and the target; or
 - v. substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.
- c. Bullying includes relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidating, enlisting a friend to assault a child, and social isolation.
- d. "Communication" means the conveyance of a message, whether verbal, written, or electronic.
- e. "Cyber-bullying" means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.
- f. "Hazing" means:
 - i. a school employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a school employee or student that:
 - 1. endangers the mental or physical health or safety of a school employee or student;
 - 2. involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
 - 3. involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a school employee or student;
 - 4. or involves any activity that would subject a school employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation; and

- ii. is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a school or school sponsored team, organization, program, club, or event; or
- iii. is directed toward a school employee or student whom the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for membership in, a school or school sponsored team, organization, program, club, or event in which the individual who commits the act also participates.
- iv. The conduct described in Subsection (f)(1) constitutes hazing, regardless of whether the school employee or student against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.
- g. "Making false report" means intentionally making a report of bullying, cyberbullying or hazing that the complainant knows is false.
- h. "Retaliate" means an act or communication intended as retribution against a person for reporting bullying or hazing; or to improperly influence the investigation of, or the response to, a report of bullying or hazing.
- i. "School employee" means an individual working in the individual's official capacity as:
 - i. a school teacher;
 - ii. a school staff member;
 - iii. a school administrator; or
 - iv. any individual who is employed, directly by the school or VAC board; and who works on the school campus.

IV. Civil Rights

- a. In addition to a violation of this policy, VAC will investigate for civil rights violation if the bullying, cyber-bullying, hazing and retaliation is based upon the students' or employees' identification as part of any group protected from discrimination under the following federal laws:
 - i. Title VI of the Civil Rights Act of 1964, including discrimination on the basis of race, color, or national origin;
 - ii. Title IX of the Education Amendments of 1972, including discrimination on the basis of sex; or
 - iii. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disability Act of 1990, including discrimination on the basis of disability.
- b. A civil rights investigation will be pursued if the bullying, cyber-bullying, hazing, and retaliation is based on the student's or employee's actual or perceived characteristics, including race, color, national origin, sex, disability, religion, gender identity, sexual orientation, or other physical or mental attributed or conformance or failure to conform with stereotypes.
- c. Employees will be trained on recognizing civil rights violations.

V. Complaints

- a. A student victim of bullying, hazing, or retaliation should inform his/her teacher or any VAC administrator.
- b. An employee victim of bullying, hazing, or retaliation should inform his/her supervisor.

- c. An employee victim of abusive conduct is direct to follow the VAC Grievance and Complaint Policy.
- d. A parent, teacher, or any other individual who is aware of bullying, hazing, or retaliation at school should inform school administration.
- e. A school teacher or administrator to whom a complaint is made shall, as soon as is reasonably possible after receiving the complaint, report it to the principal or his/her designee.
- f. If a victim of bullying, hazing, or retaliation so chooses, he/she may be allowed to report such incident(s) anonymously, however an anonymous report may limit the investigation VAC can conduct and will not result in formal disciplinary action.

VI. Investigation

- a. VAC will provide training for employees responsible for investigating allegations of incidents of bullying, cyber-bullying, hazing, and retaliation.
- b. The appropriate employee, or his/her designee, to whom a complaint of bullying, hazing, or retaliation is reported shall promptly investigate the complaint by interviewing at least the victim and the individual who is alleged to have engaged in the prohibited conduct.
- c. The appropriate employee may also interview parents of either the victim or the individual alleged to have engaged in the prohibited conduct; any witnesses; school staff; and other individuals who may provide additional information.
- d. Interviewees shall be informed that to the extent allowed by law, the interview will be kept confidential and that further reports of bullying will become part of the investigation.
- e. The investigation may include a review of disciplinary reports of involved students and, subject to compliance with the Fourth Amendment, a review of physical evidence, including video or audio, notes, email, text messages, social medial or graffiti.
- f. In the event the principal/supervisor or designee finds that bullying, harassment, or retaliation has occurred, he/she shall take prompt, appropriate action to end the bullying, cyber-bullying hazing, or retaliation and address its effects on the victim. The designated employee may take positive restorative justice action, including, if appropriate, positive restorative justice practices.
- g. The appropriate employee or designee may refer the victim of bullying, hazing, or retaliation to the school counselor as applicable and may offer support through trauma informed practices.
- h. All acts of bullying, hazing, or retaliation that constitute criminal activity will be promptly reported to law enforcement.
- i. Retention of records regarding any incidents will align with VAC Data Management Plan.

VII. Discipline

- a. Student Discipline
 - i. Any student who engages in bullying, cyber-bullying, hazing, or retaliation, as described herein, is in violation of this policy and shall be subject to disciplinary action in accordance with VAC's Student Behavior Expectation Policy or Student Discipline Policy.

- ii. Consequences should be firm and fair and correspond to the severity of the infraction. A continuum of consequences should be utilized, which may include positive restorative justice practice action. An alleged victim is not required to participate in a restorative justice practice with an individual alleged to have engaged in prohibited conduct. If a designated school employee would like the alleged victim to participate in restorative justice practice, the employee must secure signed parental consent.
 - iii. Disciplinary action will follow VAC's Safe School Policy and may include, but is not limited to, suspension; expulsion; exclusion or loss of extracurricular activities; dissolution of a team, organization, or other group; probation; alternate educational placement; and/or a referral to law enforcement authorities.
 - iv. In imposing such discipline, all facts and circumstances of the incident(s) shall be taken into account.
 - v. Formal disciplinary action may not be based solely on an anonymous report of bullying, cyber-bullying, hazing or retaliation.
 - vi. Disciplinary due process procedures shall be followed as set forth in VAC's Student Discipline Policy(ies).
- b. Employee Discipline**
- i. Any employee who engages in bullying, cyber-bullying, hazing, or retaliation, as described herein, is in violation of this policy and shall be subject to disciplinary action, up to and including employment termination.
 - ii. Consequences should be firm and fair and correspond to the severity of the infraction.
 - iii. Professionally licensed employees may be referred to the Utah Professional Practices Advisory Commission (UPPAC), along with any and all evidence, for investigation and possible disciplinary action against professional licensing.
 - iv. Illegal acts will also result in referral to law enforcement authorities.
 - v. Due process procedures shall be followed prior to imposing disciplinary action.

VIII. Parent Notification

- a. VAC administration will notify parents if their student threatens to commit suicide, or if the student is involved in an incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation. The school administration will ensure that parents are communicated with regularly during the course of an investigation and notified about the result of the investigation. School administrators shall then work with students and their parents to ensure that the students involved can appropriately and safely continue with their education.
- b. This notification shall be provided in a timely manner through a phone call and will be documented and maintained by the school in the school's student information system.

IX. Education and Training

- a. VAC recognizes the importance of educating its employees and students regarding the prevention of bullying. To this end, VAC provide that students, school employees,

coaches/advisors, and volunteers receive training on bullying, cyber-bullying, hazing and retaliation from individuals qualified to provide such training.

- b. The training shall include information on various types of aggression and bullying, including:
 - i. Overt aggression that may include physical fighting such as punching, shoving, kicking, and verbal threatening behavior, such as name calling, or both physical and verbal aggression or threatening behavior;
 - ii. Relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidating, enlisting a friend to assault a child, and social isolation;
 - iii. Sexual aggression or acts of a sexual nature or with sexual overtones;
 - iv. Cyber-bullying, including the use of email, web pages, text messaging, instant messages, social media, three-way calling or messaging or any other electronic means for aggression inside or outside of school;
 - v. Bullying, cyber-bullying, hazing and retaliation that may be civil rights violations.
- c. The training will include information about when violations of this policy may lead to student or employee discipline.
- d. New school employees, coaches/advisors, and volunteers will receive this training prior to working.
- e. All school employees, coaches/advisors, and volunteers will receive this training once every three years.
- f. VAC will implement a youth suicide prevention program for students as described in Utah Code Section 53G-9-702.
- g. All licensed educators must complete 2 hours of professional development in youth suicide prevention training once every license renewal cycle.

X. Dissemination of Policy

- a. This policy may be posted on VAC's website and published in student registration materials, student and employee handbooks, parent information guides, and other appropriate school publications as directed by the VAC board.
- b. Each school employee, student 8 years or older, and parents must acknowledge through signature receipt of this policy.

XI. First Amendment

Nothing contained in this policy is intended to infringe upon the right of students or employees to exercise their First Amendment right of free speech.



Gang Prevention and Intervention

I. Purpose

Valley Academy Charter School (VACS) promotes a safe and orderly school environment for all students and employees. Criminal acts or disruptive behavior of any kind will not be tolerated and any individual who engages in such activity will be subject to school disciplinary action, prosecution, or both.

II. Definitions

- a.** At-risk student means any student who because of the student's individual needs requires some kind of uniquely designed intervention to achieve literacy, graduate, and be prepared for transition from school to post-school options.
- b.** Gang means a group of three or more people who form an allegiance and engage in criminal activity, which uses violence or intimidation to further its criminal objectives. A gang may, but is not limited to, having a name, turf, colors, symbols, distinct dress, or any combination of the preceding characteristics.
- c.** Gang prevention means instructional and support strategies, activities, programs, or curricula designed and implemented to provide successful experiences for youth and families. Gang prevention activities shall promote cultural and social competence, self-management skills, citizenship, preparation for life skills, academic achievement, literacy, and interpersonal relationship skills required for school completion and full participation in society.
- d.** Gang intervention means specially designed services required by an individual student experiencing difficulty in cultural and social competence, self-management skills, citizenship, preparation for life skills, academic achievement, literacy, and interpersonal relationships, within or outside of the school, which may impact the individual's susceptibility to gang membership or gang-like activities.
- e.** Gang Prevention and Intervention Program means specifically designed projects and activities to help at-risk students stay in school and enhance their cultural and social competence, self-management skills, citizenship, preparation for life skills, academic achievement, literacy, and interpersonal relationship skills required for school completion and full participation in society

III. Policy and Procedure

- a. School faculty and personnel shall report suspected gang activities relating to the school and its students to a school administrator and law enforcement;
- b. A student who participates in gang activities may be excluded from participation in extracurricular activities, including interscholastic athletics, and other school activities as determined by the school administration as the administration follows the school behavior policy. after consultation with law enforcement;
- c. Gang-related graffiti or damage to school property shall result in parent notification and appropriate administrative and law enforcement actions, which may include obtaining restitution from those responsible for the damage;
- d. If a serious gang-related incident, as determined by the school administrator in consultation with local law enforcement, occurs on school property, at school related activities, or on a site that is normally considered to be under school control, notification shall be provided to parents of students in the school:
 - i. informing them, in general terms, about the incident, but removing all personally identifiable information about students from the notice;
 - ii. emphasizing the school's concern for safety; and
 - iii. outlining the action taken at the school regarding the incident;
- e. School faculty and personnel shall be trained by experienced evidence based trainers that may include community gang specialists and law enforcement as part of comprehensive strategies to recognize early warning signs for youth in trouble and help students resist serious involvement in undesirable activity, including joining gangs or mimicking gang behavior;
- f. Prohibitions of the following behavior (this is not an exhaustive list and could include more prohibitions as identified by Administration):
 - i. advocating or promoting a gang or any gang-related activities.
 - ii. marking school property, books, or school work with gang names, hate symbols, slogans, or signs;
 - iii. conducting gang initiations;
 - iv. threatening another person with bodily injury or inflicting bodily injury on another in connection with a gang or gang-related activity;
 - v. aiding or abetting an activity described under Subsections (III)(f)(i) through (iv) by a person's presence or support;
 - vi. displaying or wearing common gang apparel, common dress, or identifying signs or symbols on one's clothing, person, or personal property that is disruptive to the school environment; and
 - vii. communicating in any method, including verbal, non-verbal, and electronic means, designed to convey gang membership or affiliation.



Internet Safety Policy (CIPA)

Valley Academy Charter's Internet Safety Policy is to ensure the safe and appropriate use of the internet by students and staff. This policy is designed to comply with the Children's Internet Protection Act (CIPA) and provide guidelines for responsible internet use within the school premises and on school-owned devices.

- I. Internet Safety Measures**
 - a. Access to Inappropriate Content**
 - i.** The school shall employ a filtering appliance and software to prevent access to obscene, explicit, or harmful material as required by CIPA.
 - ii.** The filtering software and configurations shall be audited and updated at least quarterly to ensure its effectiveness in blocking inappropriate content.
 - iii.** Any attempts to bypass or disable the filtering software are strictly prohibited and may result in disciplinary action.
 - b. Appropriate Use**
 - i.** Students and staff shall use the internet in a responsible, ethical, and legal manner.
 - ii.** Accessing, creating, or transmitting material that is illegal, inappropriate, or disruptive to the educational environment is strictly prohibited.
 - iii.** Attempting to obtain unauthorized access to online materials by hacking or other unlawful means is strictly prohibited.
 - iv.** Personal use of the internet during school hours should be limited to activities that support educational objectives or are otherwise approved by school authorities.
 - c. Personal Information**
 - i.** Students and staff shall not disclose personal information, such as full names, addresses, phone numbers, or social security numbers, while using the internet unless authorized for educational purposes.
 - ii.** Students shall not disclose personal information about themselves or others on websites, social media platforms, or in any online communication without permission from a teacher or guardian.
 - d. Cyberbullying and Harassment**
 - i.** Cyberbullying, harassment, or intimidation of any kind through internet use is strictly prohibited.

- ii. Students shall promptly report any incidents of cyberbullying or online harassment to a teacher or school administrator.
- iii. The school shall promptly investigate and take appropriate disciplinary action against those responsible for cyberbullying or online harassment.
- iv. The school shall employ detective software to identify and address content that is related to bullying, self-harm, or other unsafe or unlawful topics in student email and documents.
- v. The school shall provide regular education to students about appropriate online behavior, including interacting with other individuals on social networking websites or chat rooms, and cyberbullying awareness and response.

II. Monitoring and Enforcement

- a. The school reserves the right to monitor and review internet usage and network activity to ensure compliance with this policy and to maintain a safe and secure environment.
- b. Any violations of this policy may result in disciplinary action, including but not limited to warnings, loss of internet privileges, or legal action if necessary.
- c. School staff and administration shall monitor the online activity of students through use of detective software, screen viewing software, and content filter monitoring and notifications.

III. Review and Updates

- a. This Internet Safety Policy shall be reviewed periodically to ensure its effectiveness and compliance with changing laws, regulations, and best practices. Updates and revisions may be made as needed, and all members of the school community will be notified of changes to the policy. The school administration, staff, students, and parents are encouraged to provide feedback and suggestions for improvement.

IV. Reporting and Response

- a. Students, staff, and parents are encouraged to report any incidents of inappropriate internet use, cyberbullying, or online harassment to a designated school contact.
- b. The school will investigate all reports promptly and take appropriate action to address the situation.
- c. Confidentiality and privacy of those reporting incidents will be maintained to the extent possible.

V. Staff Responsibilities

- a. School staff members are responsible for monitoring students' internet use during school hours and ensuring compliance with this policy.
- b. Staff members shall actively promote and model responsible and safe internet use.
- c. Staff members should promptly report any violations of this policy to the appropriate authorities.

VI. Limitation of Liability

The school shall not be held liable for any loss, damages, or consequences resulting from the use of the internet by students, staff, or guests, including but not limited to the loss of data, exposure to inappropriate material, or unauthorized access to personal information.

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Valley Academy Charter

[Date]

[Administrative Approval and Signature]



Language Access Plan Policy

I. Purpose

Valley Academy Charter has prepared this Language Access Plan (“LAP” or “Plan”) regarding access to agency services, programs, and activities for persons who have limited English proficiency and understand other languages other than English. This Language Access Plan is mandated by HB302.

II. Definitions

- a. Primary language: The first language spoken by a student and their parent or guardian.
- b. Interpretation: Simultaneous communication between an English speaker and a speaker of another language.
- c. Translation: Written communication where the written words of one person are communicated in writing in a different language.

III. Language Access Plan

- a. Language Access Coordinator: Valley Academy Charter School (VACS) will designate a language access coordinator responsible for implementing and updating the language access plan annually, including relevant training.
- b. VACS will inform school personnel about the language access plan, the rights of parents and students to language assistance services, and the proper procedures for accessing those services.

IV. Determination of Primary Language

- a. Within 30 days of enrollment or reenrollment, VACS will determine the primary language spoken by each student and their parent or guardian. If the primary language is not English, the school will assess whether language assistance is needed for effective communication with the school.
- b. VACS will maintain an appropriate and current record of the primary language for each parent.

V. Obligation to Provide Language Assistance Services

- a. VACS, in accordance with this policy, will provide translation and interpretation services to students and parents who require language assistance to effectively communicate with the school.
- b. VACS may provide additional translation and interpretation services beyond the requirements of this policy.

VI. Interpretation Services

- a. VACS will provide interpretation services during regular business hours to parents and students who need assistance in communicating with the school regarding critical information about their child's education.
- b. Interpretation services may be provided in-person or virtually, depending on availability.
- c. Interpretation services will be available for various activities, including the following:
 - i. classroom activities,
 - ii. office visits,
 - iii. phone calls,
 - iv. enrollment processes,
 - v. Individual Education Program (IEP) meetings,
 - vi. student planning processes,
 - vii. fee waiver processes,
 - viii. parent engagement activities,
 - ix. student disciplinary meetings,
 - x. school community councils,
 - xi. school board meetings,
 - xii. and other school or LEA activities involving interactions between parents of English-learning students and educational staff.

VII. Qualifications of Interpreters and Translators

- a. Interpreters and translators may be certified and, when possible, have education-specific experience relevant to the following activities:
 - i. classroom activities,
 - ii. office visits,
 - iii. phone calls,
 - iv. enrollment processes,
 - v. Individual Education Program (IEP) meetings,
 - vi. student planning processes,
 - vii. fee waiver processes,
 - viii. parent engagement activities,
 - ix. student disciplinary meetings,
 - x. school community councils,
 - xi. school board meetings,

- xii. other school or LEA activities involving interactions between parents of English-learning students and educational staff.
 - b. VACS will provide written translations for various materials, including
 - i. registration or enrollment materials,
 - ii. assignments and accompanying materials,
 - iii. report cards or progress reports,
 - iv. student discipline policies and procedures,
 - v. grievance procedures and nondiscrimination notices,
 - vi. parent or family handbooks,
 - vii. requests for parent permission,
 - viii. immunizations,
 - ix. and any other guidance that can improve instruction and assistance to English-learning students and their parents.

VIII. Centrally Produced Critical Communications

- a. VACS will identify critical documents distributed or electronically communicated to guardians regarding their child's education, such as registration, application, and selection materials, standards and performance information, conduct, safety, and discipline policies, special education and related services, and transfers and discharges.
- b. VACS will ensure timely translations of critical communications in covered languages.
- c. VACS shall provide parents with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:
 - i. health
 - ii. safety
 - iii. legal or disciplinary matters
 - iv. entitlement to public education or placement in any special education, English language learner or non-standard academic program.



Parental Engagement Policy

Valley Academy Charter (VAC) School believes parental engagement is an important part of each child's educational program, and that such involvement may result in higher student achievement and better social behavior, in addition to more satisfaction for parents and teachers alike.

Valley Academy Charter School will implement the following:

- a. The school will provide programs, activities, and procedures for the involvement of parents. These programs, activities and procedures will be planned and accomplished with meaningful consultation of parents of participating children.
- b. Parents and family members will be involved in the planning, review, and improvement of parent and family engagement programs through being a part of the Adult Learning and Modeling Action Team led by a VAC employee.
- c. The school will report annually to the parents the status of the Title I program, as well as other Title I services available to children and parents.
- d. The school will provide parents with specific opportunities to be involved in their child's education such as volunteering, take-home library, math, technology and literacy nights, and so forth.
- e. The school will establish consistent and effective communication between parents, teachers and administrators by using monthly newsletters, a current website, and other forms of communication.
- f. The school will provide full opportunity for the participation of parents with children with limited English proficiency, parents with children with disabilities and parents of migratory children, including information, school reports and opportunities for involvement.
- g. The school will establish a School Community Council following all rules and guidelines provided by the State of Utah under the Community Council statutes. This council may also serve as the school parent advisory council required by Title I, Part A.
- h. The school will work within Title I parent involvement requirements including timely notification of parents in a language they can understand concerning school meetings, parent trainings and SEP's.
- i. The school will hold all calendared SEP's, including a variety of meeting times and other forms of communication.
- j. The school and representative parents will develop a school-parent-student compact.
- k. The school will provide reasonable support for parents with math and literacy trainings for parents and students.
- l. The school will encourage parents to support and participate in school related extra-curricular activities.
- m. VAC educates all faculty and staff in the value and usefulness of parent/family contributions by pointing out all the ways parents and families are useful, i.e. in the

classroom, lunchroom, and out at recess. Administration dedicates a training at the beginning of the year in regard to reaching out and communicating with and working with parents as equal partners in their child's education. Teachers are encouraged to invite parents collectively, individually and personally to the classroom to support the learning of the students.

Annual Evaluation

- a.** Every year, parents are asked to give feedback about school culture, curriculum, classroom teacher through a parent survey that is created by VAC.
 - i.** Within the survey, parents are asked what are, if any, difficulties they may be facing, i.e.: limited English, disabled, economically disadvantaged;
 - ii.** Within the survey, parents are asked if their academic needs are being met and they are confident in helping their child at home. If not, what are they needing.
 - iii.** Within the survey, parents are asked what has helped them the most to be involved at VAC.
- b.** VAC will use the findings of the annual evaluation to improve the practice that parents are needing to be more successful. Suggestions made to improve better family engagement will be seriously considered and the policy will be reevaluated every year during the summer to implement the new practice at the beginning of the school year.



Student Search Policy

I. Purpose

This policy follows Utah Code 53G-8-509 which is to include the rules or policies that establish procedures to ensure protection of individual rights against excessive and unreasonable intrusion.

Utah Rule R277-615 sets forth standards and procedures for such student searches as described in this policy.

II. Valley Academy's Responsibilities

- a. Valley Academy Charter School (VAC) shall update the policy for searching students for controlled substances and weapons to include provisions related to searching students for any new products such for example E-cigarettes as they become aware of new issues.
- b. VAC shall include appropriate interested parties in the development of student search policies, including:
 - i. parents;
 - ii. school employees; and
 - iii. all administration personnel including resource officers if applicable
- c. VAC's policy described in Subsection (1) shall ensure protection of individual student rights against excessive and unreasonable intrusion.
- d. VAC shall make policies available electronically and in printed form to parents and students upon enrollment and upon request.
- e. VAC shall provide adequate training to employees for fair and consistent implementation of student search policies and what their duties include.

III. PROCEDURES

- a. Search and Seizure:
 - i. Students shall be free from unreasonable search and seizure by school officials.
 - ii. School officials may search a student or a student's property with reasonable suspicion with or without the student's consent.
 - iii. A search must be reasonable both in the reason for the search and the scope of the search.
 - iv. The authorization to search a student based on reasonable suspicion applies to all situations when the student is under the jurisdiction of Valley Academy— including all students participating in extracurricular activities and athletics, dually enrolled students, and students taking online courses, when applicable.

- v. Wherever possible, an adult third party shall be present at any search of a student or student's possessions.
- b. Items Found
 - i. Anything found in the course of a search which is evidence of a student violation of School rules or federal/state laws may be seized and admitted as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized and kept in a secure place by the School official until it is presented at the hearing. It may also be turned over to any law enforcement officer after proper notation and receipt.
- c. Reasonable Suspicion
 - i. Reasonable suspicion is a particularized and objective basis, supported by specific articulable facts, for suspecting a person of violating law or any Valley Academy policy.
- d. Searches of Places
 - i. Students have a limited expectation of privacy of areas such as, but not limited to, lockers, desks, or storage areas (such as backpacks, purses, lunchboxes, ec.t), which are owned and jointly controlled by the school.
 - ii. While students may lock or otherwise secure personal items or storage areas from access by other students, this does not give the student an expectation of privacy with regard to school access, nor may a student lock or secure a locker or similar storage area with means that are not approved by the school.
 - iii. These areas may be searched on a school-wide or individual basis when the school determines there is cause to conduct such a search.
 - iv. In addition, Valley Academy has a reasonable and valid interest in insuring that the lockers and similar storage areas are properly maintained. For this reason, periodic inspection of lockers and similar storage areas is permissible to check for cleanliness and vandalism. Any illegal items or contraband discovered during such searches shall be confiscated by school officials and may be turned over to law enforcement officials. Student privacy regarding contents of the locker and similar storage areas, which are not contraband or in violation of law or policy will be respected.
 - v. The school administration regulates admission to parking lots and the parking of vehicles on Valley Academy's property.
 1. School administration has the right to inspect and search any vehicle parked on school property if school personnel have a reasonable suspicion that drugs, weapons, dangerous illegal or prohibited matter, or stolen goods are likely to be present.
 2. School administration may ask the driver of the vehicle to open the vehicle and may inspect in the driver's presence. If a driver fails to comply with the requests of the officials, or if an inspection turns up any of the above-mentioned evidence, the official may take reasonable measures to maintain the safety and proper control and management of the school and school property, until police can be summoned.
 3. Searches of vehicles of staff members or visitors may be conducted by law enforcement personnel upon a reasonable suspicion that drugs, weapons, dangerous illegal or prohibited matter, or stolen goods are likely to be present in the vehicle.
 - vi. Students have no expectation of privacy as to any electronic devices and/or computers owned by Valley Academy.

1. Additionally, students have no expectation of privacy as to Valley Academy in regards to all content, data, meta data, internet search history, and other information on a VAC electronic device and/or computer that is used by a student.
 2. Also, students have no expectation of privacy as to Valley Academy in regards to their internet or network use if the student is using Valley Academy's network.
 3. Valley Academy may search the above information on any school-owned device and/or computer as it desires and deems appropriate.
- vii. Searches of students' outer clothing and pockets may be conducted if reasonable cause exists. Reference: Singleton v. Board of Educ. USD 500, 894 F. Supp. 386 (D. Kan. 1995) and Doe v. Renfrow, 475 F. Supp. 1012 (N.D. Ind. 1979)
- viii. Highly intrusive invasions of a student's privacy, such as searches of the student's person shall be conducted only if individualized reasonable cause exists to believe that there is a legitimate safety concern due to a student's possession of weapons or drugs. These searches must be designed to be minimally intrusive, taking into account the item for which the search is conducted. Reference: Singleton v. Board of Educ. USD 500, 894 F. Supp. 386 (D. Kan. 1995); Doe v. Renfrow, 631 F.2d 91 (7th Cir. 1980); and Konop v. Northwestern School Dist., 26 F. Supp.2d 1189 (D. S.D. 1998).

IV. Law Enforcement Involvement

Where school officials initiate a search and police involvement is minimal, the reasonableness standard is applicable. The ordinary warrant requirement and probable cause standard will apply where "outside" police officers initiate, or are predominantly involved in, a school search of a student or student property for police investigative purposes. Reference: Myers v. State, 839 N.E.2d 1154 (Ind. 2005); F.S.E. v. State, 993 P.2d 771 (Ok. Crim. App. 1999); and In Re Josue T., 989 P.2d 431 (N.M. Ct. App. 1999).

V. Student Consent

If the District does not have reasonable cause to search a student or his property, Valley Academy may search with the student's free and voluntary consent. However, coercion, whether express or implied, invalidates the apparent consent. Reference: Jones v. Latexo, 499 F. Supp. 223 (E.D. Tex. 1980).

VI. Parent Notification

School officials have no legal obligation to contact parents before detaining and questioning students. However, it is good practice when a student is questioned about serious allegations of the student's own misbehavior that another responsible adult should be notified to protect the interest and wellbeing of the student. Parents will be advised of all student searches and seizures of property