



NOTICE OF MEETING - REVISED

UTAH STATE BOARD OF EDUCATION

June 18-19, 2015

Utah State Office of Education
Board/Committee Rooms
250 East 500 South
Salt Lake City, Utah

Thursday, June 18

- 2:30 p.m. Budget Review/Workshop - Board Room
- 4:00 p.m. Study Session - Board Room
- 5:00 p.m. Executive Session
- 5:15 p.m. Dinner Discussion with Utah Foundation
- 5:45 p.m. Board Committee Meetings
- Finance Committee - Basement West Conference Room
 - Law and Licensing Committee - North Board Room
 - Standards and Assessment Committee - Conference Room 156

Friday, June 19

- 8:00 a.m. Board Meeting Begins - Board Room
- 4:30 p.m. Board Meeting Adjourns

Public Participation: To sign up in advance for public comment, contact Board Secretary Lorraine Austin (lorraine.austin@schools.utah.gov or 801-538-7517) prior to the day of the meeting or sign up at the meeting by 8:00 a.m. Priority will be given to those that sign up in advance. You are welcome to send written comment to the Board at board@schools.utah.gov.

Broadcast: The June 18 study session and committee meetings will be broadcast beginning at 4:00 p.m. The June 19 meeting will be broadcast beginning at 8:00 a.m. To view the broadcast, go to <http://uvc.uen.net/videos/channel/78/>. Times are approximate. Executive sessions will not be broadcast.

Accommodations: In compliance with the Americans with Disabilities Act, persons needing auxiliary communicative aids and services for these meetings should contact Lorraine Austin at 801-538-7517 or lorraine.austin@schools.utah.gov, giving at least three working days notice.

UTAH STATE BOARD OF EDUCATION

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**Brad C. Smith, Chief Executive Office
Lorraine Austin, Board Secretary**

**UTAH STATE BOARD OF EDUCATION
REVISED MEETING AGENDA**

June 18-19, 2015

Study Session/Committees - Thursday, June 18, 2015

2:30 p.m. to 4:00 p.m. - Board Room

1. **FY 2016 BUDGET REVIEW/WORKSHOP**

Tab 4-C

4:00 p.m. to 5:00 p.m. - Board Room

2. **STUDY SESSION** - Risk Assessment Process

5:00 p.m. to 5:10 p.m.

EXECUTIVE SESSION

5:15 p.m. to 5:45 p.m.

3. **DINNER DISCUSSION WITH UTAH FOUNDATION** - Analysis of Colorado Education System

5:45 p.m.

4. **BOARD COMMITTEE MEETINGS**

Finance Committee - Basement West Conference Room
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Time for public comment may be provided prior to each item

- | | |
|--|---------|
| ACTION: Charter Enrollment Variance Correction | Tab 4-A |
| ACTION: Taxing Entity Committees Alternate Representative | Tab 4-B |
| ACTION: FY 16 Budget Submissions for Review and Approval | Tab 4-C |
| ACTION: Use of Mineral Lease Money for Canvas | Tab 4-D |
| ACTION: Budgetary Authority | Tab 4-E |
| ACTION: USOR Required Reports to the Legislative Fiscal Analyst | Tab 4-F |
| ACTION: Review of Utah State Office of Rehabilitation Legislative Requirements | Tab 4-G |
| INFORMATION: Interim Budget and Status of Funds Report for the Utah
State Office of Rehabilitation | Tab 4-H |
| ACTION: USOE Fiscal Year End Close Update | Tab 4-I |
| INFORMATION: Update on Indirect Cost Pool | Tab 4-J |
| INFORMATION: Finance Committee Requests for Data | Tab 4-K |

Law and Licensing Committee - North Board Room

Time for public comment may be provided prior to each item

ACTION: Conceptual Draft - R277-533 *Educator Effectiveness Component Requirements* Tab 4-L

ACTION: R277-700 *The Elementary and Secondary School Core Curriculum* (Amendment and Continuation) Tab 4-M

Time Certain 6:30

DISCUSSION: House Bill 197 *Education Licensing Amendments* (2015 Legislative Session) Tab 4-N

ACTION: R277-099 *Definitions for Utah State Board of Education (Board) Rules* (New) Tab 4-O

ACTION: R277-477 *Distribution of Funds from the Interest and Dividend Account and Administration of the School LAND Trust Program* (Repeal/Reenact and Continuation) Tab 4-P

ACTION: R277-491 *School Community Councils* (Repeal/Reenact and Continuation) Tab 4-Q

DISCUSSION: Utah Statute, Board Rules and Policies in regard to the Statewide Online Education Program Tab 4-R

ACTION: R277-602 *Special Needs Scholarships - Funding and Procedures* (Amendment and Continuation) Tab 4-S

ACTION: R280-203 *Certification Requirements for Interpreters/Transliterators for the Hearing Impaired* (Amendment) Tab 4-T

ACTION: R277-606 *Public School Student Dropout Recovery* (New) Tab 4-U

ACTION: Changes to USBE Bylaws Tab 4-V

DISCUSSION: Update of USOE Progress on S.B. 235 *Education Modifications* Tab 4-W

ACTION: Guadalupe School Charter Amendment Request Addendum 1

ACTION: Freedom Preparatory Academy Charter Amendment Request Addendum 2

Standards and Assessment Committee - 1st Floor South Conference Room 156
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Time for public comment may be provided prior to each item

ACTION: Special Educator Stipends Tab 4-X

ACTION: R277-497 *School Grading Systems* (Amendment and Continuation) Tab 4-Y

Time Certain 6:30

ACTION: Child Sexual Abuse Prevention - HB 286 (2014 Legislative Session) Tab 4-Z

ACTION: Four-day School Week Approval for Grouse Creek School Tab 4-AA

INFORMATION: STEM Schools Designation Rubric Tab 4-BB

ACTION: R277-406 *Reading Improvement Program and the State Reading Goal* (Amendment) Tab 4-CC

DISCUSSION: Interventions for Reading Difficulties Pilot Tab 4-DD

ACTION: R277-498 *Grant for Math Teaching Training* (Amendment and Continuation) Tab 4-EE

INFORMATION: Utah's Plan to Ensure Equitable Access to Excellent Educators Tab 4-FF

ACTION: R277-444 *Distribution of Funds to Arts and Science Organizations* (Continuation and Repeal/Reenact) Tab 4-GG

ACTION: Standards Format Tab 4-HH

INFORMATION: Update of Standards Out for 90-day Public Review Tab 4-II

Utah State Board of Education Meeting - Friday, June 19, 2015

8:00 a.m. to 8:15 a.m.

5. Opening Business

- Pledge of Allegiance
- Board Member Message
- Introduction of New Employees
- Acknowledgment of Student Artwork

8:15 a.m. to 8:25 a.m.

6. ACTION: Approval of USOR/USOE Administrative Appointments

8:25 a.m. to 8:40 a.m.

7. Public Participation/Comment

Priority shall be given to those individuals or groups, who, prior to the day of the meeting, have submitted a request to address the Board. Sign up is available the day of the meeting before 8:00 a.m.

8:40 a.m. to 8:50 a.m.

8. ACTION: General Consent Calendar (backup furnished electronically at <http://www.schools.utah.gov/board/Meetings.aspx>). Tab 8

8:50 a.m. to 9:05 a.m.

9. ACTION: Monthly Budget Report Tab 9

9:05 a.m. to 9:20 a.m.

10. INFORMATION: Independent Living Centers in Utah Tab 10

9:20 a.m. to 9:30 a.m.

11. ACTION: Roads to Independence Contract Tab 11

9:30 a.m. to 9:45 a.m.

12. INFORMATION: Superintendent's Report

9:45 a.m. to 10:00 a.m.

13. INFORMATION: Board Chair's Report

- Legislative Update

10:00 a.m. to 10:10 a.m.

14. INFORMATION: Assessment Report from Ogden School District

10:10 a.m. to 10:25 a.m.

BREAK

10:25 a.m. to 12:30 p.m.

15. **Committee Reports**

ACTION: Audit Committee Tab 15
• R277-116 *Internal Audit* (Repeal/Reenact) and Utah Internal Audit Act
• Release of Audits
• June Audit Committee actions

ACTION: Finance Committee Tabs 4-A through 4-K

ACTION: Law and Licensing Committee Tabs 4-L through 4-W

ACTION: Standards and Assessment Committee Tabs 4-X through 4-II

12:30 p.m. to 1:15 p.m.

LUNCH

1:15 p.m. to 1:30 p.m.

16. **ACTION:** NGA Request to Congress to Designate Governors as Key Partners Tab 16
in Public Education - Tami Pyfer, Governor's Education Advisor

1:30 p.m. to 1:45 p.m.

17. **INFORMATION:** Board Member Closing Comments

1:45 p.m. to 1:50 p.m.

18. **DISCUSSION/ACTION:** Utah Professional Practices Advisory Commission Cases Tab 18

1:50 p.m. to 4:20 p.m.

19. **EXECUTIVE SESSION**

4:20 p.m. to 4:30 p.m.

20. **ACTION:** Executive Session Items

- Appointments
 - Governor's Committee on Employment of People with Disabilities
 - Interpreters Certification Board
 - State Rehabilitation Council
 - Division of Services to the Deaf and Hard of Hearing Advisory Council
 - State Instructional Materials Commission
 - Safety Crisis Line Commission
 - Others as needed
- UPPAC Cases
- Other items

4:30 p.m.

21. **ADJOURNMENT**

**Utah State Board of Education
Finance Committee**

Jennifer Johnson, Chair	jj@jenniferajohnson.com
Mark Huntsman, Vice Chair	mhuntsman@sunrise-eng.com
Barbara Corry	barbara.corry@schools.utah.gov
Jefferson Moss	jeffersonRmoss@gmail.com
Joel Wright	joel.wright.uted@gmail.com
Staff: Scott Jones	scott.jones@schools.utah.gov
Secretary: Cammy Wilcox	cammy.wilcox@schools.utah.gov

Finance Committee - Basement West Conference Room

Time for public comment may be provided prior to each item

ACTION: Charter Enrollment Variance Correction	Tab 4-A
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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
 Chief Executive Officer

DATE: June 18-19, 2015

ACTION: Charter School Student Enrollment Variances

Background:

Student enrollment projections are submitted each November to the Governor's office and legislative staff and used in the preparation for the fiscal year appropriations. A potential projected underestimation of 700-1,000 charter school students for FY 2016 has been identified by USOE staff. These variances are due to changes in circumstances at charter schools, projection under- and over-estimations, and increases in student enrollments by the State Charter School Board and an LEA authorizer which occurred after student projections were finalized for the 2016-2017 school year (FY16). Until actual October 1, 2015 headcounts are submitted, the 700-1,000 students are still estimations. Staff is certain that at least 500 of these students are certainly enrolled in charter LEAs. Staff is also certain that some charters school enrollments will come in below projections. These variances are part of the annual projection process.

Key Points:

WPU funding is generated based on total students, thus regardless of whether a student was projected to be in a district or charter school, WPU funding was calculated for all students. A potential shortfall could occur in the local replacement and charter administrative costs appropriations if the number of charter school students is underestimated when October 1, 2015 counts are finalized.

Statute provides three avenues to address variances from the established budget: 1) the Charter Board can prioritize or potentially reduce authorized charter students; 2) the amount of local replacement per student can be prorated down; or 3) the Board could choose to use basic program carryover funds to fully fund restricted line items.

Additionally, the USOE School Finance Section has received many inquiries from charter schools asking if funding will be provided if a charter enrolls over the cap established in their charter and many requests to change projection numbers if the charter LEA feels the projection was estimated too low. Projections have been allocated out into FY2016 budgets and all LEAs are paid a monthly allotment based on these projection numbers until the mid-year update that occurs in October after October 1 headcounts are received.

Current statute and rules do not provide directives or policy for staff to follow when the above scenarios occur, nor do they establish a statewide policy for student projections.

Anticipated Action:

The Board will consider giving direction as outlined below regarding charter school enrollment projections.

- Board directive on whether or not USOE pays charter schools above their established cap. If so, what programs should be paid.
- Board directive on whether school finance should change projections before the school year begins based on new information from the charter schools, increases in enrollments authorized after the legislative session, or projections under/over estimations. (All LEAs will be adjusted based on actual student counts in October.)
- Board directive on what action to take if actual charter enrollments exceed projections and restricted local replacement and administrative costs appropriations are not sufficient to fully fund the total charter students.
- Board directive to staff to develop concepts regarding potential rules governing the student projection process, funding types to be paid over caps, recommendation for modifications and clarification on time lines for approving new students before/after the legislative session, and how staff should present and receive approval to use carryover or reduce allocations.

Contact: Scott Jones, Associate Superintendent, Business Operations, 801-538-7514
Natalie Grange, School Finance Director, 801-538-7668

Charter School Projections

The Common Data Committee (CDC) meets in October and November of each year to review and discuss student projections, tax revenues, and other factors that should be considered when developing a budget request for the upcoming legislative session. The CDC committee is made up of representatives from the USOE School Finance and Data and Statistics sections, the GOMB, LFA, State Tax Commission, County Treasurers, UEA and other interested parties. The purpose of this group is to form a consensus regarding the estimations and projections that will be used in establishing a budget request for the minimum school program for the upcoming legislative session that will fund the public education system in the next fiscal year. Student projections go through the process below before they are presented to the CDC committee. Projections for the total public education system and for charter schools are formulated so that the restricted line items of local replacement and charter administrative costs, paid only to charters, can be appropriated separately each fiscal year. Regardless of where a student attends, the WPU value by student and grade is estimated and available through the appropriation process whether a student is in district school or a charter school.

Charter School projections – The Charter school projection is established by the Charter School Section, based on projections requests for the next school year from individual charter schools. The Charter School Section ensures new charter schools, new satellites, grade expansions, and cap increases are reflected in the projections. They have the ability to adjust charter numbers based on their judgment and available data. New schools are projected at between 80-90% of the approved caps and some are adjusted based on knowledge of the Charter School Section staff. Historically, these projections are sent to the LFA and GOMB independent of the statewide projection process.

Charter Projection Trends				
FY2013				
Projected	Adjusted	Actual	Diff	%
		1-Oct-12		
51,316	-	50,786	(530)	-1.04%
FY2014				
	Adjusted			
Initial Projected	CDC Projection	Actual	Diff	%
		1-Oct-13		
57,237	56,927	54,900	(2,027)	-3.69%
FY2015				
Projected	Adjusted	Actual	Diff	%
		1-Oct-14		
65,601	0	61,435	(4,166)	-6.78%
* Year of Fast Track Schools				
FY2016				
Projected	Adjusted	Actual	Diff	%
		1-Oct-15		
69,856	67,410	?	?	?

Table 1

Trends in charter school projections are dependent upon legislative changes and the number of new schools, satellites, expansions, and various changes in charter circumstances (see Table 1). It is very common to see circumstances of individual charter schools change between November of the projection year and October 1 of the next calendar year, the actual school year. Authorizers such as the State Charter School Board, school districts, UCAT or IHEs can also increase or decrease the number of students authorized for each charter. When these changes occur after November, or after the legislative session establishes appropriations, issues with the total charter projection number can occur.

Statewide system projection – Statewide system growth or decline is projected by county using a statistical methodology that includes birth rates, graduation rates, migration, and enrollment trends. This methodology has been in practice for many years, and usually accurate within 1-2% of **TOTAL student population** by county which includes district and charter students. This annual process is what determines the total system-wide growth factor and number of new students. The individual charter projections are independent of this process.

Trends in total student projections are also very dependent upon legislative changes, the number of new schools, satellites, and expansions, various changes in charter circumstances, and increases or decreases authorized.

	Actual	Actual							
Level of Analysis	Oct 2013*	Oct 2014	Growth 13-14		Proj Oct 2014**	Accuracy	Proj Oct 2015	Proj Growth 14-15	
State	611,740	622,153	10,413	1.70%	622,813	0.11%	630,104	7,951	1.28%
District	556,840	560,718	3,878	0.70%	556,236	-0.80%	562,694	1,976	0.36%
Charter	54,900	61,435	6,535	11.90%	66,577	8.37%	67,410	5,975	8.97%
	* Original state (612,551) and district enrollment (557,651) adjusted downward to reflect exclusion of YIC students								
	** District and charter projections based on assumption that all "fast track" charter schools would open;								
	state projection based on original (612,551) enrollment								

Table 2

Modification to CDC historical process:

As with all estimations, over time USOE staff, LFA, and GOMB economists began looking for trends to help tighten projections in the public education system. Comparison of prior year projections to actual results is an important tool in revising and fine tuning projections.

In November of 2012 (fiscal year 2014 projections), the total charter school projection growth number, submitted by the Charter School Section to the LFA and the GOMB, was more than total growth in the entire system. Because the Charter School Section does not use the growth numbers in the statewide projection to formulate or adjust their projections, the LFA and the GOMB economists questioned why two different growth numbers were submitted by the USOE, and where the growth should be placed. A meeting was called by the LFA and GOMB to discuss this issue.

The GOMB and LFA tried to rectify the discrepancy between growth numbers. It was not logical that all growth in the entire public education system be associated with only charter schools, nor is it logical to place all growth only in school districts. Because charter school growth was projected above total system growth for the year, district projections were reduced by the total charter growth number. When total students were distributed back from the county projections, it resulted in a reduction of students from school districts. This decrease in some school districts did not appear reasonable when combined with new construction growth data and other growth and economic indicator factors considered by the LFA and GOPB economists. At this meeting, the LFA and GOMB reallocated portions of growth to what they considered high growth school districts. As part of this redistribution, it was requested that the USOE reduce the charter projections by 300 students. This request was brought back to the Charter School Section and the charter section selected which charter school projections to reduce.

This was a new practice. Previous to this projection year, it does not appear that projections were adjusted.

During the fiscal year 2015 projection process in November of 2013, "fast track" charter schools were added to the total projected number. Legislative changes allowed for these schools to open during the year their charter was authorized. These fast track schools had to apply and begin planning. When November 2013 projections were formulated, "fast track" schools were included in the total estimation, in the event the new charters were able to complete their planning and open in the upcoming school year. USOE, LFA, and GOMB staff felt that including some of the "fast track" schools was an overstatement of the total charter projection. However, the decision was made to plan for these "fast track" schools to open in the event appropriations were required for the restricted funding line items of local replacement and charter admin costs. The large variances in charter projections in FY2015 are due to a large number of the "fast track" schools delaying their opening or dropping their pursuit of opening a school. Neither of these events could be planned for or projected with the facts know in November of 2013.

In November of 2014, the system wide projections indicated total system growth of 7,951 students. The number of new charter students was initially estimated at 69,856 an increase of 8,421 over the prior year (more than the total growth projected for the system). Discussion occurred between school finance, data and statistics, and the associate superintendent, and a decision was made to allocate the growth system wide between the districts and charters based on the proportion of growth in prior years. 75% of the total system growth was allocated to charter schools, based on total growth in prior years. The charter section was requested to reduce their projections below the initial estimate to arrive at a more reasonable number for charter projections that corresponded with system growth. This adjustment was made to provide a more uniform total system wide projection number for consideration by the CDC. The CDC did not make any adjustments or reallocations in the 2016 projections.

Other Projections/Estimation Issues needing resolution:

- 1- Some LEAs have contacted USOE School Finance and inquired as to whether they can be paid for students they enroll over the established cap in their charter.
- 2- As indicated in the attached spreadsheet, some LEAs have contacted the Charter School Section and the USOE School Finance Section and indicated that the LEAs' total student projections were not accurate and that the LEAs' circumstances had changed, including increased expected enrollment or an increase to the authorized cap, after the November 2014 estimates were established and appropriations were finalized. The number of charter school students "under projected" is estimated at 1,049. The Charter School Section sent out a request to all charters to update their upcoming projections.

Not all charter schools replied. Those charters who feel their numbers are over projected may not be incentivized to report this, as they will see a reduction in funding if the Board elects to change projected based on this new information. Approximately 531 students of the total are due to issues with the projection, another 463 are due to increases in authorizations after the November cutoff date. The remaining 55 students of the total are associated with changed circumstances or new information provided by the charter schools that responded.

All of these LEAs are concerned that the funds received in July-November 2015 for the number of students initially estimated in legislative projections will not be sufficient for these LEAs to pay expenses associated with their increased enrollment.

- a. It appears that the School Finance Section has, in prior years, allowed LEAs to request changes in their projected enrollments. For “small changes,” the School Finance Section has funded these changes in advance of the established October 1 reallocation based on actual counts. Time and staffing shortages has not afforded existing School Finance staff sufficient time to research the magnitude of this practice. The new School Finance director has not granted these requests, based on the fact that School Finance does not have the authority to allocate more than the agreed upon enrollments and funding amounts established in the legislative session. **REGARDLESS OF WHAT PROJECTIONS ARE, WHEN OCTOBER 1 HEADCOUNTS COME IN, LEAs ARE PAID FOR THE STUDENTS THEY HAVE ENROLLED, as provided for in code.**
- b. Changing projections in July will cause the number of students and the amounts allocated to each LEA to change. Even a small change in one charter school requires the entire MSP to be recalculated for all LEAs, districts and charters. LEAs have already established their initial school year budgets, which have already been approved by local boards.
- c. Staff has developed scenarios to potentially resolve cash flow issues in the short term, until October headcounts can be received and allocations for each LEA are appropriately adjusted.
- d. Statute provides three avenues to address variances from the appropriated budgets. The Charter Board can prioritize or potentially reduce authorized charter students, or the amount of local replacement per student can be prorated down. The Board can also choose to use basic program carryover funds to fully fund restricted line items.
- e. There are no board rules or current policies and procedures established to provide guidance to staff or LEAs for any of the situations noted above.

Action Needed

Presently statute, rules, or policies do not exist to provide USOE staff guidance as to how projections are formulated or how “growth” will be allocated between charters and districts for projection purposes. There are no policies or procedures that indicate how the CDC will adjust growth, or move projections between counties, districts or charters, nor what “margin” or estimation variance is considered acceptable. **Staff requests guidance from the State Board regarding the following matters:**

IMMEDIATE NEED

- 1- Will the Board pay LEAs for students enrolled over the established CAP in the charter? If so, what programs in the MSP will be paid?
- 2- Policy direction to the School Finance Section on how to proceed with adjusting projections (or to not adjust projections) and directive on how to resolve LEA cash flow issues until October 1 adjustments occur.
- 3- Policy direction to School Finance on what to do should the charter school students be underestimated and appropriations be insufficient to fully fund local replacement and administrative costs. Direction is required immediately, so that USOE can report the need to reserve carryover and restricted program fund balance to the State in the fiscal year close that occurs on June 30.

BEFORE OCTOBER 2015

- 1- Direction from the Board for staff to begin drafting policy and procedures regarding establishment of estimates, allocation of growth, establishment of internal control procedures and required approvals for the budget estimation process.
- 2- Policy direction on whether the Board desires a firm cutoff date be established for Authorizers to increase current year charter enrollment.

LEA	LEA NAME	Authorized CAPS SY 2016	October 1, 2012	October 1, 2013	October 1, 2014	Charter Original Submission, Aug 14	Original charter Projection October 2014	Final Projection for CDC Nov 2014	Final with May Changes	Difference	Reason	Notes
68	OGDEN PREPARATORY ACADEMY	1,300	1,025	1,041	1,082	1,099	1099	1085	1085	0		
74	AMERICAN PREPARATORY ACADEMY--LEA	4,785	2,322	3,430	3,499	4,259	4189	4139	3610	-529	C	Will be holding off on their Kindergarten expansion until next year
81	WALDEN SCHOOL OF LIBERAL ARTS	680	537	443	434	-	443	443	443	0		
82	FREEDOM PREPARATORY ACADEMY	1,300	768	955	1,062	1,300	1220	1150	1300	150	A	80 is due to increase in authorization before Board on 6/18
83	ACADEMY FOR MATH ENGINEERING & SCIENCE (AMES)	500	489	491	492	500	500	495	495	0		
86	PINNACLE CANYON ACADEMY	520	526	517	507	520	520	520	520	0		
87	CITY ACADEMY	500	218	235	227	270	240	235	235	0		
89	SOLDIER HOLLOW CHARTER SCHOOL	396	289	295	239	280	280	245	260	15	R	
90	TUACAHN HIGH SCHOOL FOR THE PERFORMING ARTS	450	365	381	390	400	400	395	395	0		
92	UINTAH RIVER HIGH	80	65	74	54	-	74	60	60	0		
93	JOHN HANCOCK CHARTER SCHOOL	200	184	185	186	189	189	185	195	10	R	
94	THOMAS EDISON - LEA	1,410	1,220	1,315	1,340	1,370	1370	1345	1345	0		
95	TIMPANOGOS ACADEMY	550	447	437	486	525	525	495	525	30	R	
97	SALT LAKE ARTS ACADEMY	400	300	390	390	390	390	390	390	0		
98	FAST FORWARD HIGH	300	229	238	245	240	240	240	240	0		
1B	UTAH COUNTY ACADEMY OF SCIENCE (UCAS)	500	397	402	402	400	400	400	400	0		
1C	ODYSSEY CHARTER SCHOOL	550	537	536	520	525	525	525	525	0		
1D	RENAISSANCE ACADEMY	780	678	714	704	-	714	704	704	0		
1E	GUADALUPE SCHOOL	300	127	135	248	280	280	250	295	45	A	Increased max authorized after Oct.
1F	QUEST ACADEMY	1,048	902	951	953	972	972	955	955	0		
1G	JEFFERSON ACADEMY	835	783	762	506	600	600	525	525	0		
1I	UTAH INTERNATIONAL CHARTER SCHOOL	480		104	155	210	210	171	210	39	R	
1J	AMERICAN INTERNATIONAL SCHOOL OF UTAH	1,200			997	1,200	1200	1200	1200	0		
1K	Vanguard	300				300	270	255	255	0		
2B	LINCOLN ACADEMY	865	645	684	866	865	865	865	865	0		
2C	INTECH COLLEGIATE HIGH SCHOOL	300	155	181	191	200	200	200	200	0		
2D	CHANNING HALL	675	675	658	661	662	662	662	660	-2	R	
2E	KARL G MAESER PREPARATORY ACADEMY	625	614	619	638	625	625	625	625	0		
2F	ROCKWELL CHARTER HIGH SCHOOL	700	698	535	439	450	450	440	440	0		
2G	VISTA AT ENTRADA SCHOOL OF PERFORMING ARTS AND TECHN	875	843	799	848	875	875	850	850	0		
2H	UTAH CONNECTIONS ACADEMY	1,250	449	689	854	1,250	1100	875	875	0		
2I	ESPERANZA SCHOOL	450			391	450	450	450	450	0		
2J	ASCENT ACADEMIES OF UTAH	2,086			1,176	2,086	2013	1902	1902	0		
2K	UTAH MILITARY ACADEMY	720			328	360	360	328	570	242	A	Increased max authorized after Oct.
3B	BEEHIVE SCIENCE & TECHNOLOGY ACADEMY (BSTA)	450	230	294	290	335	300	295	295	0		
3C	ENTHEOS ACADEMY	1,060	1,012	1,036	1,048	1,050	1025	1025	1025	0		
3D	SPECTRUM ACADEMY	1,086	488	542	995	1,028	1028	1028	1028	0		
3E	CS LEWIS ACADEMY	450	456	449	278	324	324	278	278	0		
3F	VENTURE ACADEMY	850	598	724	776	850	850	785	785	0		
3G	BEAR RIVER CHARTER SCHOOL	180	180	180	181	180	180	180	180	0		

LEA	LEA NAME	Authorized CAPS SY 2016	October 1, 2012	October 1, 2013	October 1, 2014	Charter Original Submission, Aug 14	Original charter Projection October 2014	Final Projection for CDC Nov 2014	Final with May Changes	Difference	Reason	Notes
3H	ENDEAVOR HALL	700	579	614	616	675	675	620	654	34	R	
3I	LEADERSHIP LEARNING ACADEMY	567		450	550	567	567	550	550	0		
3J	DIXIE MONTESSORI ACADEMY	410			414	-	414	410	410	0		
3K	ROOTS CHARTER HIGH SCHOOL	300				300	270	255	180	-75	R	
4B	WASATCH PEAK ACADEMY	525	375	416	421	419	419	419	419	0		
4C	LAKEVIEW ACADEMY	1,000	841	931	969	1,000	1000	975	975	0		
4D	SYRACUSE ARTS ACADEMY	1,753	1,024	1,026	1,026	1,752	1677	1641	1717	76	P	New satellite projected at 85%, staff recommends we project based on LEA enrollment for existing LEAs.
4E	DUAL IMMERSION ACADEMY	500	425	437	474	500	500	485	485	0		
4F	SALT LAKE CENTER FOR SCIENCE EDUCATION	420	348	378	396	419	419	400	400	0		
4G	MARIA MONTESSORI ACADEMY	750	491	544	603	710	710	621	621	0		
4H	ARISTOTLE ACADEMY	540	258	220	150	237	175	150	150	0		
4I	MANA ACADEMY CHARTER SCHOOL	700		650	348	560	420	350	525	175	C	Secured additional building after October
4J	KAIROS ACADEMY	200			40	-	40	40	40	0		
4K	Athemian eAcademy	650				-	585	553	650	97	P	New satellite projected at 85%, staff recommends we project based on LEA enrollment for existing LEAs.
5B	NORTH STAR ACADEMY	536	510	527	530	532	532	532	532	0		
5C	LEGACY PREPARATORY ACADEMY	1,160	1,092	1,073	1,064	1,146	1146	1075	1075	0		
5D	GEORGE WASHINGTON ACADEMY	1,075	985	1,024	1,027	1,027	1027	1027	1027	0		
5E	EDITH BOWEN LABORATORY SCHOOL	304	304	304	301	304	304	304	304	0		
5F	UTAH VIRTUAL ACADEMY	2,050	2,051	1,956	1,888	2,050	2050	1925	1925	0		
5G	CANYON GROVE ACADEMY	648	339	452	451	505	450	450	450	0		
5H	HIGHMARK CHARTER SCHOOL	695	567	677	655	700	695	660	660	0		
5I	VOYAGE ACADEMY	525		500	530	525	525	525	525	0		
5J	MOUNTAIN WEST MONTESSORI ACADEMY	536			470	534	534	470	470	0		
6C	AMERICAN PREPARATORY ACADEMY - SALEM	675	423	383	467	570	500	470	530	60	R	
6D	NOAH WEBSTER ACADEMY	625	598	536	575	581	581	581	581	0		
6F	EARLY LIGHT ACADEMY AT DAYBREAK	1,030	750	752	753	1,000	1000	1000	1005	5	R	
6G	WEILENMANN SCHOOL OF DISCOVERY	616	587	580	597	614	614	600	616	16	R	
6H	PROMONTORY SCHOOL OF EXPEDITIONARY LEARNING	500	452	464	462	464	464	464	464	0		
6I	WASATCH INSTITUTE OF TECHNOLOGY	592			81	320	150	89	89	0		
6J	SCHOLAR ACADEMY	589			464	-	464	464	524	60	R	
7B	REAGAN ACADEMY	675	675	674	674	675	675	675	675	0		
7C	MONTICELLO ACADEMY	750	751	752	754	750	750	750	750	0		
7D	SALT LAKE SCHOOL FOR THE PERFORMING ARTS	400	236	292	290	-	292	292	292	0		
7E	GATEWAY PREPARATORY ACADEMY	675	674	631	675	510	510	510	510	0		
7F	EXCELSIOR ACADEMY	675	678	683	680	675	675	675	675	0		
7G	SUMMIT ACADEMY HIGH SCHOOL	1,200	615	499	508	800	525	515	565	50	R	
7H	PACIFIC HERITAGE ACADEMY	450	451	397	360	450	375	360	360	0		
7I	WEBER STATE UNIVERSITY CHARTER ACADEMY	44		41	44	44	44	44	44	0		

LEA	LEA NAME	Authorized CAPS SY 2016	October 1, 2012	October 1, 2013	October 1, 2014	Charter Original Submission, Aug 14	Original charter Projection October 2014	Final Projection for CDC Nov 2014	Final with May Changes	Difference	Reason	Notes
7J	Greenwood	530				530	477	451	451	0		
8B	AMERICAN LEADERSHIP ACADEMY	1,825	1,741	1,681	1,720	-	1720	1720	1725	5	R	
8C	MOUNTAINVILLE ACADEMY	800	749	750	771	800	800	775	775	0		
8D	OPEN CLASSROOM	509	380	385	372	400	400	385	385	0		
8E	MERIT COLLEGE PREPARATORY ACADEMY	600	597	257	309	400	350	320	320	0		
8F	HAWTHORN ACADEMY	1,550	813	811	809	1,546	1476	1439	1550	111	P	New satellite projected at 85%, staff recommends we project based on LEA enrollment for existing LEAs.
8G	GOOD FOUNDATIONS ACADEMY	524	447	468	484	518	518	518	501	-17	R	
8H	VALLEY ACADEMY	500	440	419	413	550	425	413	425	12	R	
8I	WINTER SPORTS SCHOOL	125			100	100	100	112	112	0		
8J	TERRA ACADEMY	650				650	585	553	650	97	P	New satellite projected at 85%, staff recommends we project based on LEA enrollment for existing LEAs.
9B	NAVIGATOR POINTE ACADEMY	565	525	518	501	525	525	500	500	0		
9C	PARADIGM HIGH SCHOOL	680	523	644	637	628	628	628	630	2	R	
9D	CANYON RIM ACADEMY	525	530	528	531	525	525	525	525	0		
9E	PROVIDENCE HALL	2,150	1,465	1,543	1,983	2,150	2150	1985	2040	55	R	
9F	MOUNTAIN HEIGHTS ACADEMY	1,500	334	389	480	575	525	490	575	85	R	
9G	ALIANZA ACADEMY	500	502	457	397	500	400	400	400	0		
9H	PIONEER HIGH SCHOOL FOR THE PERFORMING ARTS	1,000	208	479	375	-	400	375	375	0		
9I	UTAH CAREER PATH HIGH SCHOOL	400		175	163	400	250	175	200	25	R	
9J	LUMEN SCHOLAR INSTITUTE	550				550	450	425	425	0		
A1	NO UT ACAD FOR MATH ENGINEERING & SCIENCE (NUAMES)	750	502	548	657	750	750	750	750	0		
A2	RANCHES ACADEMY	364	364	364	363	364	364	364	364	0		
A3	DAVINCI ACADEMY	1,100	1,094	1,097	1,098	1,100	1100	1100	1100	0		
A4	SUMMIT ACADEMY	1,800	1,001	998	1,648	1,885	1765	1650	1800	150	P	Problems with initial projection
A5	ITINERIS EARLY COLLEGE HIGH	415	238	297	365	-	375	365	365	0		
A6	NORTH DAVIS PREPARATORY ACADEMY	1,108	1,018	1,008	1,032	1,008	1008	1008	1008	0		
A7	MOAB CHARTER SCHOOL	175	105	116	130	140	140	130	130	0		
A8	EAST HOLLYWOOD HIGH	700	325	309	333	340	340	340	340	0		
A9	SUCCESS ACADEMY	419	370	375	379	410	400	393	419	26	A	Increased max authorized after Oct.
TOTALS		80,340	50,801	54,900	61,435	66,678	69,856	67,410	68,459	1,049		

Total
-354
531
463
409

1,049

*asked to be b/n 66,000-67,500

- C Circumstances changed after Nov 2014
- P Problem with projection or estimation methodology
- A Authorizer increased max authorization AFTER October
- R LEA reports estimated enrollment based on a request from Charter Section in May 2015



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: Taxing Entity Committee (TEC) Representatives

Background:

The State Board of Education is charged with appointing one representative to serve on each taxing entity committee per Utah Code Annotated §17C-1-402 (2), *Taxing Entity Committee*, specifically, 17C-1-402 (D) “one representative appointed by the State Board of Education . . . to represent the interests of those taxing entities on the taxing entity committee.”

Traditionally, the Board has also appointed an alternate representative.

Key Points:

USOE Finance Director Natalie Grange is currently the Board’s representative to taxing entity committees. It is proposed that Von Hortin be considered as the alternate TEC representative.

Anticipated Action:

The Finance Committee will consider the appointment of Von Hortin as an alternate to taxing entity committees for 2015, and if approved, will forward that recommendation to the full Board for approval.

Contact: Scott Jones, Associate Superintendent, 801-538-7514
Natalie Grange, School Finance Director, 801-538-7668



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: Fiscal Year 16 Budget Submissions for Review and Approval by the Utah State Board of Education

Background:

The Utah State Office of Education (USOE) is required to submit a yearly budget request for the USOE, Utah State Office of Rehabilitation (USOR), and Utah Schools for the Deaf and the Blind (USDB) to the Board for review and approval.

Key Points:

- A format where budgets by division of USOE, USOR and USDB reflect revenue sources as a means to correct ongoing systemic issues with the Matching Principle of accounting within the USOE and USOR realms will be presented.
- The request demonstrates restricted and unrestricted fund types.
- The request provides increased reliability in budget formulation and application for increased funds control and funds management by USOE division.

USOE requests Board review and approval of the FY 16 budget submissions for the USOE, USOR and USDB.

Anticipated Action:

The Committee will review the request and consider approval with the caveats of the accepted format and/or additional Requests for Information (RFIs).

Contact: Scott Jones, Associate Superintendent, 801-538-7514

Utah State Board of Education Financial Report
Fiscal Year 2016
July 1, 2015
Agency Totals

% of FY Complete -	0%
# of FTE Staff -	312.55

Description	Original Budget	Current Budget	Current Month Expenditures	YTD Expenditures	Encumbrance	Budget Balance	% of Budget Spent
EXPENDITURES							
Salaries	21,543,000	21,543,000	-	-	-	21,543,000	0.0%
Benefits	10,565,900	10,565,900	-	-	-	10,565,900	0.0%
Purchased Services	43,545,000	43,545,000	-	-	-	43,545,000	0.0%
Travel	628,800	628,800	-	-	-	628,800	0.0%
Supplies & Materials	10,979,900	10,979,900	-	-	-	10,979,900	0.0%
Unallocated Expenses	8,219,000	8,219,000	-	-	-	8,219,000	0.0%
Equipment	820,900	820,900	-	-	-	820,900	0.0%
Capital Expenditures	-	-	-	-	-	-	0.0%
TOTAL EXPENDITURES	96,302,500	96,302,500	-	-	-	96,302,500	0.0%
Grants & Transfers to Other Agencies	63,433,600	63,433,600	-	-	-	63,433,600	0.0%
Flow Through Funds to LEAs	3,443,388,600	3,443,388,600	-	-	-	3,443,388,600	0.0%
TOTAL EXP. & FLOW THROUGH	3,603,124,700	3,603,124,700	-	-	-	3,603,124,700	0.0%
REVENUES							
	Original Budget	Current Budget	Current Month Revenue	YTD Revenues	Encumbrance	Budget Balance	% Received
State Sources	2,930,000,000	2,930,000,000	-	-	-	2,930,000,000	0.0%
Federal Sources	613,078,700	613,078,700	-	-	-	613,078,700	0.0%
Other Sources	60,046,000	60,046,000	-	-	-	60,046,000	0.0%
TOTAL REVENUES & SOURCES	3,603,124,700	3,603,124,700	-	-	-	3,603,124,700	0.0%

Appropriations and Estimated Revenue				
Funding Source - Appropriated Funds	Appropriated Amount	Current Budget	Difference	YTD Collections Not Applicable
Education Fund	81,740,900	70,598,100	11,142,800	
Education Fund Carryover	-	2,415,400	(2,415,400)	
Education Fund MSP	2,875,189,700	2,851,882,600	23,307,100	
General Fund	5,114,800	5,103,900	10,900	
Total Appropriated Funds	2,962,045,400	2,930,000,000	32,045,400	
Funding Source - Collection Funds	Appropriated Amount	Current Budget	Difference	YTD Collections
Dedicated Credit	3,685,900	6,145,600	(2,459,700)	-
Federal Mineral Lease	3,507,000	3,272,400	234,600	-
Driver Education Fee	5,014,500	5,258,200	(243,700)	-
Indirect Cost Collections	4,903,400	5,098,900	(195,500)	-
Liquor Revenue for School Lunch	39,262,300	39,262,300	-	0
Transfer from MSP	-	529,500	(529,500)	-
Total Collections Funds	56,373,100	59,566,900	(3,193,800)	

- Education Fund
- Liquor Revenue for School Lunch
- Driver Education Fee
- Federal Mineral Lease
- Federal Funds
- Dedicated Credit
- Indirect Cost Collections
- Land Exchange Distribution
- General Fund
- Substance Abuse Prevention Fee on Fines
- Transfer from MSP
- Education Fund Carryover

Funding Source - Federal Funds	Appropriated Amount	Current Budget	Difference	YTD Collections
	463,137,000			
NCES/NAEP Funds		280,000	-	-
FB4.323A IDEA State Program Improvement Grant SY 5		432,400	-	-
FB4.287c After School Learning Center SY 5		3,032,400	-	-
FB4.323A IDEA State Program Improvement Grant SY 4		333,500	-	-
FB4.002A Adult Education Act SY 5		1,836,400	-	-
FB4.013A T-I neglected and Delinquent SY 5		959,700	-	-
FB4.002A Adult Education Act SY 4		103,300	-	-
FB4.013A T-I neglected and Delinquent SY 4		285,100	-	-
FB4.048A VOED Basic Grant SY 5		9,695,000	-	-
FB4.048A VOED Basic Grant SY 4		167,800	-	-
FB4.010A Title I SY 5		2,832,000	-	-
FB4.365A English Language Acquisition SY 5		2,135,800	-	-
FB4.365A English Language Acquisition SY 4		287,900	-	-
FB4.287c After School Learning Center SY 4		804,100	-	-
FB4.196a Homeless Child Education SY 4		90,300	-	-
FB4.196a Homeless Child Education SY 5		199,000	-	-
FB4.011A Ch1 Child Migrant Work SY 5		925,700	-	-
FB4.358B Rural Education Achievement SY 5		3,400	-	-
FB4.144F Migrant Education Coordination SY 4		11,900	-	-
FB4.011A Ch1 Child Migrant Work SY 4		503,300	-	-
FB4.358B Rural Education Achievement SY 4		3,200	-	-
FB4.377A School Improvement Grant SY 5		1,990,500	-	-
FB4.377A School Improvement Grant SY 4		1,973,200	-	-
FB4.377A School Improvement Grant SY 3		1,129,400	-	-
FB4.010A Title I SY 4		2,453,000	-	-
FB4.369a State Assessments SY 5		3,130,400	-	-
FB4.173a PL 99-457 SY 5		1,036,200	-	-
FB4.173a PL 99-457 SY 4		43,800	-	-
FB4.027A IDEA PL 101476 84-0272 SY 5		88,586,800	-	-
FB4.027A IDEA PL 101476 84-0272 SY 4		12,487,700	-	-
FB4.369a State Assessments SY 6		6,176,000	-	-
FB4.367a Improving Teacher Quality SY 6		14,536,500	-	-
FB4.323A IDEA State Program Improvement Grant SY 6		793,300	-	-
FB4.366b Math Science PHP SY 6		1,084,900	-	-
FB4.287c After School Learning Center SY 6		7,190,500	-	-
Substance Abuse Prevention Fee on Fines SY 5		430,000	-	-
FB4.002A Adult Education Act SY 6		3,185,400	-	-
FB4.048A VOED Basic Grant SY 6		12,501,000	-	-
FB4.013A T-I neglected and Delinquent SY 6		1,052,000	-	-
FB4.377A School Improvement Grant SY 6		2,152,000	-	-
FB4.010A Title I SY 6		88,506,600	-	-
FB4.365A English Language Acquisition SY 6		4,064,600	-	-
FB4.365B ELA Language Enhancement SY 5		21,600	-	-
FB4.358B Rural Education Achievement SY 6		67,400	-	-
FB4.011A Ch1 Child Migrant Work SY 6		1,822,600	-	-
FB4.144F Migrant Education Coordination SY 6		60,000	-	-
FB4.196a Homeless Child Education SY 6		402,000	-	-
FB4.173a PL 99-457 SY 6		3,316,000	-	-
F12.900 StarTalk Portuguese		112,400	-	-
F12.900 StarTalk Russian		94,600	-	-
FB4.027A IDEA PL 101476 84-0272 SY 6		114,273,000	-	-
F10.558 CACFP SY 5		3,511,300	-	-
F10.558 CACFP SY 6		-	-	-

F10.558 Cash-in-lieu SY 5	-	-	-
F10.558 Cash-in-lieu SY 6	2,800,000	-	-
F10.560 Nutrition Act Administration SY 5	1,043,200	-	-
F10.560 Nutrition Act Administration SY 6	2,560,200	-	-
F10.568 CAP TEFAP SY 5	56,000	-	-
F10.568 CAP TEFAP SY 6	350,000	-	-
F10.568 SNAP TEFAP SY 5	-	-	-
F10.568 SNAP TEFAP SY 6	-	-	-
F10.579 Direct Certification Grant SY 5	100,000	-	-
F10.579 Direct Certification Grant SY 6	375,000	-	-
F10.579 Equipment Grant	195,000	-	-
F10.579 School Breakfast Grant SY 4	370,000	-	-
F10.582 Fresh Fruit Program SY 5	100	-	-
F10.582 Fresh Fruit Program SY 6	2,700,000	-	-
Fvarious CNP Consolidated Block Grant SY 5	57,377,400	-	-
Fvarious CNP Consolidated Block Grant SY 6	142,524,000	-	-
Team Nutrition Training SY 3	-	-	-
Federal Funds Total	463,137,000	613,557,800	(150,420,800)

Funding Source - Total	Appropriated			YTD Collections
	Amount	Current Budget	Difference	
Appropriated Funds	2,962,045,400	2,930,000,000	32,045,400	-
Collection Funds	56,373,100	59,566,900	(3,193,800)	-
Federal Funds	463,137,000	613,557,800	(150,420,800)	-
Total All Funding Sources	3,481,555,500	3,603,124,700	(121,569,200)	-

Department Budget & Expenditures Breakdown

Fiscal Year 2016

July 1, 2015

PAA

	% of FY Complete -	0%
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State Office of Education Appropriations and Estimated Revenue				
Funding Source - Appropriated Funds	Appropriated			YTD Collections
	Amount	Current Budget	Difference	Not Applicable
Education Fund	34,783,400	32,836,200	1,947,200	
Education Fund Carryover		995,700	(995,700)	
General Fund	354,900	354,700	200	
Total Appropriated Funds	35,138,300	34,186,600	951,700	-

Funding Source - Collection Funds	Appropriated			YTD Collections
	Amount	Current Budget	Difference	
Dedicated Credit	1,517,600	3,977,300	(2,459,700)	
Federal Mineral Lease	3,507,000	3,272,400	234,600	
Driver Education Fee	5,014,500	5,258,200	(243,700)	
Indirect Cost Collections	4,903,400	5,098,900	(195,500)	-
Transfer from MSP		529,500	(529,500)	-
Total Collections Funds	14,942,500	18,136,300	(3,193,800)	-

Funding Source - Federal Funds	Appropriated			YTD Collections
	Amount	Current Budget	Difference	
NCES/NAEP Funds	340,772,500			-
F84.323A IDEA State Program Improvement Grant SY 5		280,000		-
F84.287c After School Learning Center SY 5		432,400		-
F84.287c After School Learning Center SY 5		3,032,400		-
F84.323A IDEA State Program Improvement Grant SY 4		333,500		-
F84.002A Adult Education Act SY 5		1,836,400		-
F84.013A T-I neglected and Delinquent SY 5		959,700		-
F84.002A Adult Education Act SY 4		103,300		-
F84.013A T-I neglected and Delinquent SY 4		285,100		-
F84.048A VOED Basic Grant SY 5		9,695,000		-
F84.048A VOED Basic Grant SY 4		167,800		-
F84.010A Title I SY 5		2,832,000		-
F84.365A English Language Acquisition SY 5		2,135,800		-
F84.365A English Language Acquisition SY 4		287,900		-
F84.287c After School Learning Center SY 4		804,100		-
F84.196a Homeless Child Education SY 4		90,300		-

Education Fund
Liquor Revenue for School Lunch
Driver Education Fee
Federal Mineral Lease
Federal Funds
Dedicated Credit
Indirect Cost Collections
Land Exchange Distribution
General Fund
Substance Abuse Prevention Fee on Fines
Transfer from MSP
Education Fund Carryover

Department Budget & Expenditures Breakdown

Fiscal Year 2016

July 1, 2015

F84.196a Homeless Child Education SY 5	199,000		-
F84.011A Ch1 Child Migrant Work SY 5	925,700		-
F84.358B Rural Education Achievement SY 5	3,400		-
F84.144F Migrant Education Coordination SY 4	11,900		-
F84.011A Ch1 Child Migrant Work SY 4	503,300		-
F84.358B Rural Education Achievement SY 4	3,200		-
F84.377A School Improvement Grant SY 5	1,990,500		
F84.377A School Improvement Grant SY 4	1,973,200		
F84.377A School Improvement Grant SY 3	1,129,400		
F84.010A Title I SY 4	2,453,000		
F84.369a State Assessments SY 5	3,130,400		
F84.173a PL 99-457 SY 5	1,036,200		
F84.173a PL 99-457 SY 4	43,800		
F84.027A IDEA PL 101476 84-0272 SY 5	88,586,800		
F84.027A IDEA PL 101476 84-0272 SY 4	12,487,700		
F84.369a State Assessments SY 6	6,176,000		
F84.367a Improving Teacher Quality SY 6	14,536,500		
F84.323A IDEA State Program Improvement Grant SY 6	793,300		
F84.366b Math Science PHP SY 6	1,084,900		
F84.287c After School Learning Center SY 6	7,190,500		
Substance Abuse Prevention Fee on Fines SY 5	430,000		
F84.002A Adult Education Act SY 6	3,185,400		
F84.048A VOED Basic Grant SY 6	12,501,000		
F84.013A T-I neglected and Delinquent SY 6	1,052,000		
F84.377A School Improvement Grant SY 6	2,152,000		
F84.010A Title I SY 6	88,506,600		
F84.365A English Language Acquisition SY 6	4,064,600		
F84.365B ELA Language Enhancement SY 5	21,600		
F84.358B Rural Education Achievement SY 6	67,400		
F84.011A Ch1 Child Migrant Work SY 6	1,822,600		
F84.144F Migrant Education Coordination SY 6	60,000		
F84.196a Homeless Child Education SY 6	402,000		
F84.173a PL 99-457 SY 6	3,316,000		
F12.900 StarTalk Portuguese	112,400		
F12.900 StarTalk Russian	94,600		
F84.027A IDEA PL 101476 84-0272 SY 6	114,273,000		-
Federal Funds Total	340,772,500	399,595,600	(58,823,100)

Department Budget & Expenditures Breakdown
Fiscal Year 2016
July 1, 2015

Funding Source - Total	Appropriated Amount	Current Budget	Difference	YTD Collections
Appropriated Funds	35,138,300	34,186,600	951,700	-
Collection Funds	14,942,500	18,136,300	(3,193,800)	-
Federal Funds	340,772,500	399,595,600	(58,823,100)	-
Total All Funding Sources	390,853,300	451,918,500	(61,065,200)	-

Department Budget & Expenditures Breakdown
Fiscal Year 2016
July 1, 2015

State Office of Education

of FTE Staff - 9

Board of Education						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	532,600	532,600	-	-	532,600	0.00%
Benefits	701,900	701,900	-	-	701,900	0.00%
Purchased Services	20,200	20,200	-	-	20,200	0.00%
Travel	6,900	6,900	-	-	6,900	0.00%
Supplies & Materials	26,900	26,900	-	-	26,900	0.00%
Unallocated Expenses	-	-	-	-	-	0.00%
Equipment	3,800	3,800	-	-	3,800	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	1,292,300	1,292,300	-	-	1,292,300	0.00%
Flow Through	150,200	150,200	-	-	150,200	0.00%
Total Exp. & Flow Thru	1,442,500	1,442,500	-	-	1,442,500	0.00%

of FTE Staff - 45

Administration						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	3,524,200	3,524,200	-	-	3,524,200	0.00%
Benefits	1,535,200	1,535,200	-	-	1,535,200	0.00%
Purchased Services	224,700	224,700	-	-	224,700	0.00%
Travel	15,900	15,900	-	-	15,900	0.00%
Supplies & Materials	430,600	430,600	-	-	430,600	0.00%
Unallocated Expenses	-	-	-	-	-	0.00%
Equipment	114,900	114,900	-	-	114,900	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	5,845,500	5,845,500	-	-	5,845,500	0.00%
Flow Through	-	-	-	-	-	0.00%
Total Exp. & Flow Thru	5,845,500	5,845,500	-	-	5,845,500	0.00%

Department Budget & Expenditures Breakdown
Fiscal Year 2016
July 1, 2015

State Office of Education

of FTE Staff - 24

Assessment and Accountability						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	1,665,700	1,665,700	-	-	1,665,700	0.00%
Benefits	993,000	993,000	-	-	993,000	0.00%
Purchased Services	16,779,900	16,779,900	-	-	16,779,900	0.00%
Travel	68,400	68,400	-	-	68,400	0.00%
Supplies & Materials	148,300	148,300	-	-	148,300	0.00%
Unallocated Expenses	1,984,200	1,984,200	-	-	1,984,200	0.00%
Equipment	49,800	49,800	-	-	49,800	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	21,689,300	21,689,300	-	-	21,689,300	0.00%
Flow Through	2,196,800	2,196,800	-	-	2,196,800	0.00%
Total Exp. & Flow Thru	23,886,100	23,886,100	-	-	23,886,100	0.00%

of FTE Staff - 42.3

Career and Technology Education						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	2,750,400	2,750,400	-	-	2,750,400	0.00%
Benefits	1,478,700	1,478,700	-	-	1,478,700	0.00%
Purchased Services	246,900	246,900	-	-	246,900	0.00%
Travel	101,400	101,400	-	-	101,400	0.00%
Supplies & Materials	1,906,400	1,906,400	-	-	1,906,400	0.00%
Unallocated Expenses	-	-	-	-	-	0.00%
Equipment	42,300	42,300	-	-	42,300	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	6,526,100	6,526,100	-	-	6,526,100	0.00%
Flow Through	28,566,300	28,566,300	-	-	28,566,300	0.00%
Total Exp. & Flow Thru	35,092,400	35,092,400	-	-	35,092,400	0.00%

Department Budget & Expenditures Breakdown
Fiscal Year 2016
July 1, 2015

State Office of Education

of FTE Staff - 39.5

District Computer Services						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	2,565,800	2,565,800	-	-	2,565,800	0.00%
Benefits	1,380,600	1,380,600	-	-	1,380,600	0.00%
Purchased Services	56,200	56,200	-	-	56,200	0.00%
Travel	4,000	4,000	-	-	4,000	0.00%
Supplies & Materials	539,500	539,500	-	-	539,500	0.00%
Unallocated Expenses	-	-	-	-	-	0.00%
Equipment	75,400	75,400	-	-	75,400	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	4,621,500	4,621,500	-	-	4,621,500	0.00%
Flow Through	664,600	664,600	-	-	664,600	0.00%
Total Exp. & Flow Thru	5,286,100	5,286,100	-	-	5,286,100	0.00%

of FTE Staff - 3

Educational Equity						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	201,600	201,600	-	-	201,600	0.00%
Benefits	122,400	122,400	-	-	122,400	0.00%
Purchased Services	5,600	5,600	-	-	5,600	0.00%
Travel	3,500	3,500	-	-	3,500	0.00%
Supplies & Materials	22,500	22,500	-	-	22,500	0.00%
Unallocated Expenses	-	-	-	-	-	0.00%
Equipment	2,200	2,200	-	-	2,200	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	357,800	357,800	-	-	357,800	0.00%
Flow Through	58,300	58,300	-	-	58,300	0.00%
Total Exp. & Flow Thru	416,100	416,100	-	-	416,100	0.00%

Department Budget & Expenditures Breakdown
Fiscal Year 2016
July 1, 2015

State Office of Education

of FTE Staff - 16.25

ESEA and Special Programs						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	1,019,400	1,019,400	-	-	1,019,400	0.00%
Benefits	610,500	610,500	-	-	610,500	0.00%
Purchased Services	240,700	240,700	-	-	240,700	0.00%
Travel	69,000	69,000	-	-	69,000	0.00%
Supplies & Materials	670,600	670,600	-	-	670,600	0.00%
Unallocated Expenses	666,400	666,400	-	-	666,400	0.00%
Equipment	48,800	48,800	-	-	48,800	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	3,325,400	3,325,400	-	-	3,325,400	0.00%
Flow Through	120,075,400	120,075,400	-	-	120,075,400	0.00%
Total Exp. & Flow Thru	123,400,800	123,400,800	-	-	123,400,800	0.00%

of FTE Staff - 32.2

Instructional Services-Teaching and Learning						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	1,743,400	1,743,400	-	-	1,743,400	0.00%
Benefits	963,500	963,500	-	-	963,500	0.00%
Purchased Services	873,300	873,300	-	-	873,300	0.00%
Travel	107,100	107,100	-	-	107,100	0.00%
Supplies & Materials	1,020,000	1,020,000	-	-	1,020,000	0.00%
Unallocated Expenses	-	-	-	-	-	0.00%
Equipment	13,500	13,500	-	-	13,500	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	4,720,800	4,720,800	-	-	4,720,800	0.00%
Flow Through	20,537,100	20,537,100	-	-	20,537,100	0.00%
Total Exp. & Flow Thru	25,257,900	25,257,900	-	-	25,257,900	0.00%

Department Budget & Expenditures Breakdown
Fiscal Year 2016
July 1, 2015

State Office of Education

of FTE Staff - 2

Public Policy Superintendent						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	180,400	180,400	-	-	180,400	0.00%
Benefits	91,100	91,100	-	-	91,100	0.00%
Purchased Services	4,300	4,300	-	-	4,300	0.00%
Travel	6,200	6,200	-	-	6,200	0.00%
Supplies & Materials	8,100	8,100	-	-	8,100	0.00%
Unallocated Expenses	-	-	-	-	-	0.00%
Equipment	-	-	-	-	-	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	290,100	290,100	-	-	290,100	0.00%
Flow Through	48,900	48,900	-	-	48,900	0.00%
Total Exp. & Flow Thru	339,000	339,000	-	-	339,000	0.00%

of FTE Staff - 2

School Law						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	155,600	155,600	-	-	155,600	0.00%
Benefits	78,700	78,700	-	-	78,700	0.00%
Purchased Services	3,200	3,200	-	-	3,200	0.00%
Travel	4,200	4,200	-	-	4,200	0.00%
Supplies & Materials	9,000	9,000	-	-	9,000	0.00%
Unallocated Expenses	-	-	-	-	-	0.00%
Equipment	2,400	2,400	-	-	2,400	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	253,100	253,100	-	-	253,100	0.00%
Flow Through	42,200	42,200	-	-	42,200	0.00%
Total Exp. & Flow Thru	295,300	295,300	-	-	295,300	0.00%

Department Budget & Expenditures Breakdown
Fiscal Year 2016
July 1, 2015

State Office of Education

of FTE Staff - 17

School Finance						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	1,054,200	1,054,200	-	-	1,054,200	0.00%
Benefits	605,000	605,000	-	-	605,000	0.00%
Purchased Services	283,400	283,400	-	-	283,400	0.00%
Travel	24,800	24,800	-	-	24,800	0.00%
Supplies & Materials	50,300	50,300	-	-	50,300	0.00%
Unallocated Expenses	29,700	29,700	-	-	29,700	0.00%
Equipment	12,700	12,700	-	-	12,700	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	2,060,100	2,060,100	-	-	2,060,100	0.00%
Flow Through	1,048,600	1,048,600	-	-	1,048,600	0.00%
Total Exp. & Flow Thru	3,108,700	3,108,700	-	-	3,108,700	0.00%

of FTE Staff - 4

School Trust Lands						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	313,000	313,000	-	-	313,000	0.00%
Benefits	171,900	171,900	-	-	171,900	0.00%
Purchased Services	62,700	62,700	-	-	62,700	0.00%
Travel	10,000	10,000	-	-	10,000	0.00%
Supplies & Materials	12,600	12,600	-	-	12,600	0.00%
Unallocated Expenses	-	-	-	-	-	0.00%
Equipment	2,000	2,000	-	-	2,000	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	572,200	572,200	-	-	572,200	0.00%
Flow Through	87,300	87,300	-	-	87,300	0.00%
Total Exp. & Flow Thru	659,500	659,500	-	-	659,500	0.00%

Department Budget & Expenditures Breakdown
Fiscal Year 2016
July 1, 2015

State Office of Education

of FTE Staff - 25.35

Special Education						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	1,601,300	1,601,300	-	-	1,601,300	0.00%
Benefits	878,500	878,500	-	-	878,500	0.00%
Purchased Services	2,044,400	2,044,400	-	-	2,044,400	0.00%
Travel	98,200	98,200	-	-	98,200	0.00%
Supplies & Materials	277,800	277,800	-	-	277,800	0.00%
Unallocated Expenses	5,259,100	5,259,100	-	-	5,259,100	0.00%
Equipment	104,100	104,100	-	-	104,100	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	10,263,400	10,263,400	-	-	10,263,400	0.00%
Flow Through	211,107,400	211,107,400	-	-	211,107,400	0.00%
Total Exp. & Flow Thru	221,370,800	221,370,800	-	-	221,370,800	0.00%

of FTE Staff - 4.15

Licensing Non-Fee Funds						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	244,400	244,400	-	-	244,400	0.00%
Benefits	118,900	118,900	-	-	118,900	0.00%
Purchased Services	18,500	18,500	-	-	18,500	0.00%
Travel	5,600	5,600	-	-	5,600	0.00%
Supplies & Materials	215,800	215,800	-	-	215,800	0.00%
Unallocated Expenses	-	-	-	-	-	0.00%
Equipment	-	-	-	-	-	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	603,200	603,200	-	-	603,200	0.00%
Flow Through	4,914,500	4,914,500	-	-	4,914,500	0.00%
Total Exp. & Flow Thru	5,517,700	5,517,700	-	-	5,517,700	0.00%

Department Budget & Expenditures Breakdown

Fiscal Year 2016

July 1, 2015

PDA

%	of FY Complete -	0%
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Child Nutrition Programs Appropriations and Estimated Revenue				
Funding Source - Appropriated Funds	Appropriated Amount	Current Budget	Difference	YTD Collections Not Applicable
Education Fund	143,200	143,200	-	
Total Appropriated Funds	143,200	143,200	-	
Funding Source - Collection Funds	Appropriated Amount	Current Budget	Difference	YTD Collections
Liquor Revenue for School Lunch	39,262,300	39,262,300	-	
Total Collections Funds	39,262,300	39,262,300	-	
Funding Source - Federal Funds	Appropriated Amount	Current Budget	Difference	YTD Collections
	122,364,500			
F10.558 CACFP SY 5		3,511,300		-
F10.558 CACFP SY 6		-		-
F10.558 Cash-in-lieu SY 5		-		-
F10.558 Cash-in-lieu SY 6		2,800,000		-
F10.560 Nutrition Act Administration SY 5		1,043,200		-
F10.560 Nutrition Act Administration SY 6		2,560,200		-
F10.568 CAP TEFAP SY 5		56,000		-
F10.568 CAP TEFAP SY 6		350,000		-
F10.568 SNAP TEFAP SY 5		-		-
F10.568 SNAP TEFAP SY 6		-		-
F10.579 Direct Certification Grant SY 5		100,000		-
F10.579 Direct Certification Grant SY 6		375,000		-
F10.579 Equipment Grant		195,000		-
F10.579 School Breakfast Grant SY 4		370,000		-
F10.582 Fresh Fruit Program SY 5		100		-
F10.582 Fresh Fruit Program SY 6		2,700,000		-
Fvarious CNP Consolidated Block Grant SY 5		57,377,400		-
Fvarious CNP Consolidated Block Grant SY 6		142,524,000		-
Team Nutrition Training SY 3		-		-
Federal Funds Total	122,364,500	213,962,200	(91,597,700)	

**Department Budget & Expenditures Breakdown
Fiscal Year 2016
July 1, 2015**

Funding Source - Total	Appropriated			YTD Collections
	Amount	Current Budget	Difference	
Appropriated Funds	143,200	143,200	-	-
Collection Funds	39,262,300	39,262,300	-	-
Federal Funds	122,364,500	213,962,200	(91,597,700)	-
Total All Funding Sources	161,770,000	253,367,700	(91,597,700)	-

of FTE Staff - 24

Child Nutrition Programs						
Description	Original	Year-to-date		Budget	%	
	Budget	Budget	Expenditures	Encumbrances	Balance	Spent
Salaries	2,640,200	2,640,200	-	-	2,640,200	0.00%
Benefits	60,100	60,100	-	-	60,100	0.00%
Purchased Services	507,700	507,700	-	-	507,700	0.00%
Travel	96,300	96,300	-	-	96,300	0.00%
Supplies & Materials	431,000	431,000	-	-	431,000	0.00%
Unallocated Expenses	56,000	56,000	-	-	56,000	0.00%
Equipment	46,000	46,000	-	-	46,000	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	3,837,300	3,837,300	-	-	3,837,300	0.00%
Flow Through	249,530,400	249,530,400	-	-	249,530,400	0.00%
Total Exp. & Flow Thru	253,367,700	253,367,700	-	-	253,367,700	0.00%

Department Budget & Expenditures Breakdown

Fiscal Year 2016

July 1, 2015

PEA

%	of FY Complete	0%
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Fine Arts (POPS) Appropriations and Estimated Revenue				
Funding Source - Appropriated Funds	Appropriated Amount	Current Budget	Difference	YTD Collections Not Applicable
Education Fund	4,175,000	3,925,000	250,000	
Education Fund Carryover		-	-	
Funding Source - Total				
Appropriated Funds	4,175,000	3,925,000	250,000	-
Collection Funds	-			
Federal Funds	-			
Total All Funding Sources	4,175,000	3,925,000	250,000	-

of FTE Staff - 0

Fine Arts (POPS)						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	-	-	-	-	-	0.00%
Benefits	-	-	-	-	-	0.00%
Purchased Services	-	-	-	-	-	0.00%
Travel	-	-	-	-	-	0.00%
Supplies & Materials	-	-	-	-	-	0.00%
Unallocated Expenses	-	-	-	-	-	0.00%
Equipment	-	-	-	-	-	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	-	-	-	-	-	0.00%
Flow Through	3,925,000	3,925,000	-	-	3,925,000	0.00%
Total Exp. & Flow Thru	3,925,000	3,925,000	-	-	3,925,000	0.00%

Department Budget & Expenditures Breakdown

Fiscal Year 2016

July 1, 2015

PFA

%	of FY Complete	0%
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Educational Contracts Appropriations and Estimated Revenue				
Funding Source - Appropriated Funds	Appropriated Amount	Current Budget	Difference	YTD Collections Not Applicable
Education Fund	3,137,800	3,058,400	79,400	
Education Fund Carryover	-	-	-	
Total Appropriated Funds	3,137,800	3,058,400	79,400	-

Funding Source - Total	Appropriated Amount	Current Budget	Difference	YTD Collections
Appropriated Funds	3,137,800	3,058,400	79,400	-
Collection Funds	-	-	-	-
Federal Funds	-	-	-	-
Total All Funding Sources	3,137,800	3,058,400	79,400	-

of FTE Staff - 0

Educational Contracts						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	-	-	-	-	-	0.00%
Benefits	-	-	-	-	-	0.00%
Purchased Services	-	-	-	-	-	0.00%
Travel	-	-	-	-	-	0.00%
Supplies & Materials	-	-	-	-	-	0.00%
Unallocated Expenses	-	-	-	-	-	0.00%
Equipment	-	-	-	-	-	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	-	-	-	-	-	0.00%
Flow Through	3,058,400	3,058,400	-	-	3,058,400	0.00%
Total Exp. & Flow Thru	3,058,400	3,058,400	-	-	3,058,400	0.00%

Department Budget & Expenditures Breakdown

Fiscal Year 2016

July 1, 2015

PGA

	% of FY Complete -	0%
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Charter School Board Appropriations and Estimated Revenue				
Funding Source - Appropriated Funds	Appropriated			YTD Collections
	Amount	Current Budget	Difference	Not Applicable
Education Fund	3,835,600	3,835,600	-	
Education Fund Carryover			-	
Total Appropriated Funds	3,835,600	3,835,600	-	

Funding Source - Total	Appropriated			YTD Collections
	Amount	Current Budget	Difference	
Appropriated Funds	3,835,600	3,835,600	-	
Collection Funds	-			
Federal Funds	-			
Total All Funding Sources	3,835,600	3,835,600	-	

of FTE Staff - 7

Charter School Board						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	495,400	495,400	-	-	495,400	0.00%
Benefits	277,500	277,500	-	-	277,500	0.00%
Purchased Services	400,000	400,000	-	-	400,000	0.00%
Travel	-	-	-	-	-	0.00%
Supplies & Materials	200,000	200,000	-	-	200,000	0.00%
Unallocated Expenses	223,600	223,600	-	-	223,600	0.00%
Equipment	-	-	-	-	-	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	1,596,500	1,596,500	-	-	1,596,500	0.00%
Flow Through	2,239,100	2,239,100	-	-	2,239,100	0.00%
Total Exp. & Flow Thru	3,835,600	3,835,600	-	-	3,835,600	0.00%

Department Budget & Expenditures Breakdown

Fiscal Year 2016

July 1, 2015

PHA

%	of FY Complete	0%
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Science (Isee) Appropriations and Estimated Revenue				
Funding Source - Appropriated Funds	Appropriated Amount	Current Budget	Difference	YTD Collections Not Applicable
Education Fund	4,390,000	4,390,000	-	
Education Fund Carryover		-	-	
Total Appropriated Funds	4,390,000	4,390,000	-	

Funding Source - Total	Appropriated Amount	Current Budget	Difference	YTD Collections
Appropriated Funds	4,390,000	4,390,000	-	-
Collection Funds	-			
Federal Funds	-			
Total All Funding Sources	4,390,000	4,390,000	-	-

of FTE Staff - 0

Science (Isee)						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	-	-	-	-	-	0.00%
Benefits	-	-	-	-	-	0.00%
Purchased Services	-	-	-	-	-	0.00%
Travel	-	-	-	-	-	0.00%
Supplies & Materials	-	-	-	-	-	0.00%
Unallocated Expenses	-	-	-	-	-	0.00%
Equipment	-	-	-	-	-	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	-	-	-	-	-	0.00%
Flow Through	4,390,000	4,390,000	-	-	4,390,000	0.00%
Total Exp. & Flow Thru	4,390,000	4,390,000	-	-	4,390,000	0.00%

Department Budget & Expenditures Breakdown

Fiscal Year 2016

July 1, 2015

PJA

% of FY Complete	0%
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Licensing and UPPAC Fees		Appropriations and Estimated Revenue		
Funding Source - Appropriated Funds	Appropriated Amount	Current Budget	Difference	YTD Collections Not Applicable
Education Fund	-	-	-	
Total Appropriated Funds	-	-	-	
Funding Source - Collection Funds	Appropriated Amount	Current Budget	Difference	YTD Collections
Dedicated Credit	2,168,300	2,168,300	-	
Total Collections Funds	2,168,300	2,168,300	-	
Funding Source - Total	Appropriated Amount	Current Budget	Difference	YTD Collections
Appropriated Funds	-	-	-	
Collection Funds	2,168,300	2,168,300	-	
Federal Funds	-			
Total All Funding Sources	2,168,300	2,168,300	-	

Department Budget & Expenditures Breakdown
Fiscal Year 2016
July 1, 2015

of FTE Staff - 13.3

Licensing and UPPAC Fees						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	703,800	703,800	-	-	703,800	0.00%
Benefits	432,300	432,300	-	-	432,300	0.00%
Purchased Services	765,300	765,300	-	-	765,300	0.00%
Travel	7,400	7,400	-	-	7,400	0.00%
Supplies & Materials	52,100	52,100	-	-	52,100	0.00%
Unallocated Expenses	-	-	-	-	-	0.00%
Equipment	3,000	3,000	-	-	3,000	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	1,963,900	1,963,900	-	-	1,963,900	0.00%
Flow Through	204,500	204,500	-	-	204,500	0.00%
Total Exp. & Flow Thru	2,168,400	2,168,400	-	-	2,168,400	0.00%

Department Budget & Expenditures Breakdown

Fiscal Year 2016

July 1, 2015

PKA

% of FY Complete	0%
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Grants and Contracts		Appropriations and Estimated Revenue		
Funding Source - Appropriated Funds	Appropriated Amount	Current Budget	Difference	YTD Collections Not Applicable
Education Fund	31,225,900	22,409,700	8,816,200	
Education Fund Carryover		1,419,700	(1,419,700)	
General Fund	4,759,900	4,749,200	10,700	
Total Appropriated Funds	35,985,800	28,578,600	7,407,200	-

Funding Source - Total	Appropriated Amount	Current Budget	Difference	YTD Collections
Appropriated Funds	35,985,800	28,578,600	7,407,200	-
Collection Funds	-			
Federal Funds	-			
Total All Funding Sources	35,985,800	28,578,600	7,407,200	-

of FTE Staff - 2.5

Grants and Contracts						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	151,500	151,500	-	-	151,500	0.00%
Benefits	66,300	66,300	-	-	66,300	0.00%
Purchased Services	21,007,900	21,007,900	-	-	21,007,900	0.00%
Travel	-	-	-	-	-	0.00%
Supplies & Materials	4,958,200	4,958,200	-	-	4,958,200	0.00%
Unallocated Expenses	-	-	-	-	-	0.00%
Equipment	300,000	300,000	-	-	300,000	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	26,483,900	26,483,900	-	-	26,483,900	0.00%
Flow Through	2,094,700	2,094,700	-	-	2,094,700	0.00%
Total Exp. & Flow Thru	28,578,600	28,578,600	-	-	28,578,600	0.00%

Department Budget & Expenditures Breakdown

Fiscal Year 2016

July 1, 2015

PPA

%	of FY Complete	0%
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Minimum School Program Appropriations and Estimated Revenue				
Funding Source - Appropriated Funds	Appropriated Amount	Current Budget	Difference	YTD Collections Not Applicable
Education Fund MSP	2,875,189,700	2,851,882,600	23,307,100	
Total Appropriated Funds	2,875,189,700	2,851,882,600	23,307,100	-
Education Fund includes Uniform School Fund, interest and Dividends, and Minimum Basic Growth Account.				
Funding Source - Total	Appropriated Amount	Current Budget	Difference	YTD Collections
Appropriated Funds	2,875,189,700	2,851,882,600	23,307,100	-
Collection Funds	-			
Federal Funds	-			
Total All Funding Sources	2,875,189,700	2,851,882,600	23,307,100	-

of FTE Staff - 0

Minimum School Program						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	-	-	-	-	-	0.00%
Benefits	-	-	-	-	-	0.00%
Purchased Services	-	-	-	-	-	0.00%
Travel	-	-	-	-	-	0.00%
Supplies & Materials	-	-	-	-	-	0.00%
Unallocated Expenses	-	-	-	-	-	0.00%
Equipment	-	-	-	-	-	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	-	-	-	-	-	0.00%
Flow Through	2,851,882,600	2,851,882,600	-	-	2,851,882,600	0.00%
Total Exp. & Flow Thru	2,851,882,600	2,851,882,600	-	-	2,851,882,600	0.00%

Department Budget & Expenditures Breakdown

Fiscal Year 2016

July 1, 2015

P2A

%	of FY Complete	0%
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Charter School Finance Authority Appropriations and Estimated Revenue				
Funding Source - Appropriated Funds	Appropriated Amount	Current Budget	Difference	YTD Collections Not Applicable
Education Fund	50,000	-	50,000	
Education Fund Carryover		-	-	
Total Appropriated Funds	50,000	-	50,000	

Funding Source - Total	Appropriated Amount	Current Budget	Difference	YTD Collections
Appropriated Funds	50,000	-	50,000	-
Collection Funds	-			
Federal Funds	-			
Total All Funding Sources	50,000	-	50,000	-

of FTE Staff - 0

Charter School Finance Authority						
Description	Original Budget	Budget	Year-to-date Expenditures	Encumbrances	Budget Balance	% Spent
Salaries	-	-	-	-	-	0.00%
Benefits	-	-	-	-	-	0.00%
Purchased Services	-	-	-	-	-	0.00%
Travel	-	-	-	-	-	0.00%
Supplies & Materials	-	-	-	-	-	0.00%
Unallocated Expenses	-	-	-	-	-	0.00%
Equipment	-	-	-	-	-	0.00%
Capital Expenditures	-	-	-	-	-	0.00%
TOTAL EXPENDITURES	-	-	-	-	-	0.00%
Flow Through	-	-	-	-	-	0.00%
Total Exp. & Flow Thru	-	-	-	-	-	0.00%

Assessment and Accountability

- Sage development, administration, scoring and results
- ACT administration and reporting
- PLAN administration and reporting
- EXPLORE administration and reporting
- SHMOOP (ACT Prep) contract and coordination
- ACCESS (EL test) contract, administration and results
- UAA & Dynamic Learning Maps (SWD test) development, administration and results
- School Grading development, implementation and reporting
- UCAS development, implementation and reporting
- DIBELS Reading Assessment implementation and reporting
- Reading technology tool contract and implementation
- NAEP implementation and reporting
- Formative writing tool implementation and reporting
- Optional Kindergarten Assessment support
- UTIPS development and delivery

Charter School Board

Utah State Charter School Board is tasked with functions that pertain uniquely to its statutory responsibilities. The State Charter School Board and its staff also advises and assists the State Board of Education, its executive officer, its staff at the USOE, other charter school authorizers (including school districts and institutions of higher education), and the Legislature and related offices regarding charter school issues. Permanent assignments of the State Charter School Board staff include:

- Assisting the State Charter School Board in carrying out in its statutory duties, with respect to the schools it authorizes, including: annual review, evaluation and provision of legislative reports required by law; assistance to the Legislature and State Board of Education on legislation and rules pertaining to charter schools; advice to the State Board of Education on the funding of charter schools; maintenance of school compliance with relevant state and federal law and regulations, and administrative rule; review and evaluation of proposals to establish charter schools for the purpose of supporting and strengthening proposals before an applications submitted to chartering entities; facilitation of charter school access to private sources of financing, training and technical support; development and implementation of charter school governing board training modules.
- Supporting the State Board of Education in carrying out its statutory duties including offering a public school choice program, giving students and their parents options to best meet the student's personalized education needs, and which emphasizes the involvement of educators, parents, business partnerships, and the community at large in decision-making at the school site. Advise State Board of Education regarding requests for increases in school enrollment or charter modification.
- Administration of Charter school start-up grant program including: formation of procedures for applying for and awarding grants for charter school start-up costs, and ensuring that grant funds are spent only on permitted uses; establishment of a mentoring program for new and existing charter schools.

- Assisting in the creation of a Charter Agreement; monitor compliance with Charter Agreement through review, written reports and site visits; establish a review process that is required of a charter school once every five years by its charter school authorizer.
- Reviewing requests by charter schools for revolving loans and make recommendations regarding approval or disapproval of the loan applications. Staff support to Charter School Revolving Account Committee. Monitoring charter revolving loan expenditures with Board-approved application.
- Providing expert advice and assistance to State Charter School Finance Authority regarding Charter School Credit Enhancement Program. Supporting, via staff, the State Charter School Finance Authority.
- Management of school closure, allocation of remaining assets of closing school.
- Enrollment projections in consultation with the Common Data Committee yearly.
- Solicit, prioritize, and consolidate proposals for USTAR Centers Program; solicit, prioritize, and seek approval from State Charter School Board of Early Intervention Grants.

Child Nutrition Programs

- The School Food Program provides state and federal funding to provide Utah's students with nutritious meals as part of the school day. The programs include the National School Lunch Program, National School Breakfast Program, After School Snack Program, Special Milk Program and Fresh Fruit and Vegetable Program.
- The Child and Adult Care Food Program provide federal funding to provide meals to eligible child care centers, family and group day care homes, adult day care centers, community after school care programs, and Family Day Care Homes. These meals include breakfast, lunch, supper, and snacks.
- The Summer Food Service Program provides meals during the summer and other off track periods of the school year. This program is open to Utah LEAs and Charters as well as residential summer camps, local government agencies, and nonprofit organizations that serve the public.
- The Food Distribution and Commodities program provides donated commodities from the USDA to LEAs and Charters that otherwise would have needed to be purchased. The commodities are delivered to a central warehouse by USDA and are distributed based on the order requests at each LEA and Charter. Commodity items include meats, poultry, vegetables, fruits, grains, and dairy products.
- Each program is responsible for overseeing and reviewing that the meals served meet USDA meal and menu nutritional standards and that nutritional need of the meal recipients are being met.

Career, Technology and Adult Education

CTAE provides leadership, technical assistance, professional development and compliance oversight to Utah's schools, charters and districts as they provide career and technical education, school counseling, general financial and economic literacy, adult education, Youth-in-Custody, and Safe and Drug-Free Schools programs. Efforts and programs assigned to this section include but are not limited to the following:

- Administer \$12 million of the federal Carl Perkins Career and Technical Education funds allocated to school districts, Utah System of Higher Education and the Utah College of Applied Technology

- Assure statewide career and technical education (CTE) program accountability (programmatic, student performance, and fiscal) in grades 7-12 with oversight and technical assistance for state CTE add-on funds allocated to districts
- Administer funding and provide leadership and accountability for the comprehensive counseling and guidance programs
- Administer \$3.22 million of the federal Adult Education funds as required by federal law
- Administer \$9,266,146 of state Adult Education funds
- Administer \$350,000 in collaboration with the Department of Workforce Services (DWS) the Refugee-Specific Adult Education ESOL Services grants
- Assure statewide Adult Education program accountability
- Provide leadership for the Adult Education Corrections Programs state-wide
- Administer Safe and Drug-Free Schools funds and programs, utilizing \$1.442 million in Gang Prevention state funds and \$350,000 in Substance Abuse Fee on Fines state funds
- Administer \$20 million of the state Youth-in-Custody funds as required by state law and the federal Title I, Part D, Neglected and Delinquent funds
- Implement state law and State Board policy for distribution of \$57 million of CTE district funds which requires funds to only be distributed to approve CTE programs
- Implement state-wide teen suicide prevention program
- Provide professional development to over 2,500 career and technical instructors and school counselors annually
- Establish curriculum standards and develop curriculum for courses in CTE Pathways with input from business and industry, post-secondary education and school districts
- Administer the CTE Skill Certification program providing exams at the end of each course to 220,000 high school student annually
- Administer the Career and Technical Education Student Leadership Organizations in each of the curriculum areas
- Provide leadership and technical assistance to districts in providing college and career non-traditional pathways to women and minorities
- Provide leadership, technical assistance, professional development and input to the UtahFutures initiative which is designed to be a tool for students to learn about career and college options and their interests, strengths and abilities
- Provide leadership to the General Financial Literacy program including standards, curriculum, collaboration with industry partners, administering the Stock Market Game and provide professional development to teachers K-12
- Provide high school to college and career pathways in CTE areas including standards, curriculum, professional development, assessments, articulation with post-secondary education, concurrent enrollment opportunities and awareness materials for students and parents.
- Provide leadership, technical assistance and accountability to districts in curriculum areas of Agriculture, Business, CTE Intro, Family and Consumer Sciences, Health Science, Information Technology, Marketing, Skilled and Technical Education, Technology and Engineering, and Work-based Learning.

Key Accomplishments

Career and Technical Education

- Implemented online competency-based assessments, with 100% of schools participating in the online format, tested 209,000 students, continuing the improvement of exams

- Provided staff development for the High School to College and Career Pathway initiative which helps teachers, counselors, parents, and students with career decision-making
- Developed and distributed the “High School to College and Career Pathways Parent and Student Guide”
- Provided professional development for 2,500 CTE teachers
- Implemented new, innovative programs in Information Technology, Bio-Technology, and Pre-Engineering
- Continued the development and implementation of the K-12 General Financial and Economic Literacy program with staff development, teacher resources, new web site, passport information, and community outreach
- Developed materials for parents, students and teachers regarding the importance of education and technical education in the alignment of job opportunities for the future workforce
- Implemented the new Carl Perkins Act rules and regulations with technical assistance, updating the state plan, developing strategies to improve student performance, and preparing new budget allocations
- Implemented the General Financial Literacy requirement for high school students
- Implemented the Computer Technology graduation requirement for high school students
- Implemented new graduation requirements that recognized CTE courses for credit
- Provided instruction and services to over 200,000 students participating in agriculture, business, family and consumer science, marketing, information technology, skilled and technical sciences, technology and engineering, and work-based learning programs
- Expanded the Pro-Start Culinary Arts program to additional schools; Provo High School took national honors and was recently featured on the Food Channel program

Student Services and Comprehensive Counseling and Guidance

- Finalized development and launched UtahFutures, a statewide, internet-based education and career planning system designed to serve all Utah Citizens from elementary, middle school/junior high, high school, post-secondary education and training, and on to the world of work. The system sponsors are a statewide collaboration between the USOE, including CTE, Comprehensive Counseling and Guidance, Adult Education and the Office of Rehabilitation; the Department of Workforce Services; The Utah System of Higher Education, including the Commissioner’s Office and the Utah Higher Education Assistance authority; and the state-wide GEAR UP Grant
- Provided regional professional development for educators and agency personnel for utilizing UtahFutures
- Updated curriculum for CTE Intro to reflect current standards and to include UtahFutures
- Gathered detailed reports on counselor to student ratios to support changes made by USBE to R277-462, Comprehensive Counseling and Guidance Programs
- Provided professional development in Safe and Drug-Free Schools, Prevention Dimensions, and Gang Prevention and distributed materials to districts and teachers
- Established programs and partnerships in the Student Services area that address drop-outs, student achievement, foster care, the homeless, job outlook, substance abuse, safe schools, bullying behavior, and student discipline policies
- Provided services in Suicide Prevention in collaboration with the Department of Human Services.

Adult Education

- Demand for Adult Education services increased statewide
- Implementing new licensure for Adult Education teachers
- Northwest Accreditation required of all Adult Education district programs
- Expansion of General Education Development (GED) Testing to 16-year-old out-of-school youth
- Creation of the Utah High School Completion Diploma to be awarded in place of the GED certificate
- Professional development for instructors of English for Speakers of Other Languages (ESOL) including those working with pre-literate students
- Provided training/in-service and technical assistance to Adult Education directors and coordinators for federal and state policies and procedures
- Re-alignment of Adult Education funding formula to comply with state audit findings
- Revised board rule and policies to support state audit findings
- Developed interface for Youth-in-Custody (Care) programs data collection with the Adult Education data collection instrument UTopia
- Provided ongoing support to new Adult Education directors
- Monitored program data on monthly basis with all programs
- Updated site visit monitoring tool in response to changes in policies and procedures
- Implemented program report cards to show program data trends

Youth-in-Custody (Care) -YIC

- Implemented beta data collection with YIC programs using the Adult Education data collection instrument UTopia
- Provided professional development for YIC programs in using UTopia for data collection
- Provided technical assistance and policy information to Youth-in-Custody (Care) programs and enhanced the web site
- Required Northwest Accreditation for YIC programs
- Successful completion of federal audit

District Computer Services

Network, support and infrastructure

- Assure connectivity and security for users and data
- Use cost-effective strategies for hardware, software and infrastructure implementation
- Provide high level service to both internal USOE customers as well as external customers (LEA, etc.).
- Protect vital, sensitive data stored here at the USOE
- Manage email, firewalls, switches, SAN, servers, etc.
- Provide helpdesk services to the USOE

Development

- Student-level
 - Develop and maintain student data collection system (UTREx, SSID, etc.)
 - Develop and maintain student information system (Aspire)
 - Develop and maintain access to data for USOE staff, LEA's, legislators, etc.
 - Develop federal and state reports for accountability, grad rate etc.

- Determine best practices for how software should be implemented (off the shelf or custom or ?)
- Provide data for state assessment system (SAGE)
- Non-student-level
 - Develop and automate functionality for Minimum School Program
 - Develop and maintain LEA budget reporting system (UPEFS)
 - Develop and maintain USOE budget and accounting system (BASE)
 - Develop and maintain the State On-line Education Program verification system (SEATS)
 - Develop and maintain the instructional material ordering and review system (RIMS)
 - Develop and maintain teacher licensing collection and reporting system (CACTUS, On-track, Utah Interactive)
 - Maintain USOE's website with innovative technology and information
 - Determine best practices for how software should be implemented (off the shelf or custom or ?)
 - Create and maintain development standards and documentation
 - Provide data for the Utah Data Alliance

Educational Equity

- The Educational Equity Section (EES) is the federally mandated, but unfunded, State Education Agency (SEA), Civil Rights Monitoring Office for all Utah local education agencies (LEAs) which includes all K-12 school districts and charter schools.
- The general responsibilities, for this federally mandated role, are outlined in the Memorandum of Understanding (MOU) between the USOE, and the Region VIII, Office for Civil Rights (OCR). This document was amended on July 9, 2013 and is available, on request from amanda.charlesworth@schools.utah.gov.
- The ESS receives, logs, and routes, to the appropriate LEAs, all civil rights inquiries/complaints, from school patrons and community advocates in the areas of Title VI, (Race, National Origin, Sex, Age); Title IX (harassment based on sex/student access, including interscholastic, club, or intramural athletics); Section 504 (students with disabilities); all of which prohibit discriminatory practices, against any of these “protected classes” by any LEAs that “benefit from Federal financial assistance” of any kind.
- The EES formally informs LEAs, through a USOE Civil Rights Routing Notification, of the potential civil rights issues for each inquiry/complaint received, and outlines the recommended steps to seek remedies at the lowest local level before the complainant considers the option to file a complaint with the Region VIII, Office for Civil Rights (OCR).
- The EES provides technical assistance to LEAs including maintaining up-to-date non-discrimination policies and practices; complaint resolution facilitation service, updated guidance manuals and training for LEAs Title VI, IX, and Section 504 monitoring officers, and school climate training for teachers, administrators, parents and communities as part of an effort to reduce the number of civil rights complaints.
- The EES maintains a confidential database of civil rights inquiries and civil rights complaints that facilitates tracking through the resolution process.
- The ESS reviews all updated OCR guidance documents (Dear Colleague Letters), and other related civil rights guidance information and develops “Executive Summaries” of that information, which is then electronically disseminated to all LEAs.

- The ESS manages and implements the Utah Respecting Ethnic and Cultural Heritage (REACH) K-12 training initiative through a material access licensing agreement with the National REACH Center, and provides training-of-trainers for the LEAs that use the REACH training to meet the ESL endorsement diversity standard and re-licensure points the training generates.
- The ESS is the Agency liaison for the State Board appointed Coalition of Minorities Advisory Committee (CMAC), and in that capacity, maintains a bank of nominees for the Board to consider for CMAC membership appointment; sets up the monthly CMAC meetings; maintains a record of minutes; researches and provides guidance information for the CMAC Leadership that drives the monthly meeting agendas.
- The ESS is the Agency and LEA liaison for accessing services of the Region VIII, Equity Assistance Center, (EAC) which includes no-cost technical assistance and training for anti-bullying, sexual harassment prevention, and other civil rights protected class related training for Title VI and Title IX.
- The EES serves as the Agency's primary contact point for the accessing of translation services for required documents translations that must meet the federal requirement for *"communication with limited English speaking parents of K-12 students in the language the best understand."*
- The ESS developed and has coordinated the Statewide USOE Martin Luther King, Jr. Essay & Video Contest for the past 31 years. Seventh through twelfth grade students, with guidance from their English, Visual Arts/Video Production teachers, focus on creative thinking and writing skills to study Dr. King's writing and speeches to understand what he valued and believed in and how that applies today. Schools enter essays and videos each fall, and the student winners are recognized at an annual luncheon with their school principal, teachers and parents/guardians each January.
- The ESS, in collaboration with Salt Lake City Arts Council, coordinates the Public Schools Day portion of the annual community-wide Living Traditions Festival that celebrates the rich cultural and ethnic diversity we have. The event is an opportunity for the estimated 2,500 second, third and fourth graders to participate in a live interactive experience with the authentic traditions of the more than 40 native and foreign cultures that are represented at the festival. The ESS has enhanced this program with pre-field trip lesson plans, a core curriculum based student workbook, and a sample passport that students can use to indicate which activities they participated in at the event.

Key Accomplishments

- Facilitated a 2-day Title IX Training of Trainers (TOT) training to provide updates on the OCR "Dear Colleague Letters" guidance, with presenters from EAC.
- Facilitated a 2-day Civil Rights Investigations Best Practices training for LEAs with presenters EAC presenters, and the Director of Affirmative Action/Equal Opportunity from Weber State University.
- Developed & implemented a tailored 1 day REACH in-service training model, for the Alpine S.D., being implemented District-wide to resolve two Title VI complaints received by the USOE. Completed revisions of REACH Materials, (grade level manuals & Diversity Perspective Series to meet current researched based Culturally Relevant and Culturally Responsive Pedagogy.
- Provided three State-wide Section 504 trainings, using Adobe Schools Connect for broad participation.

ESEA and Special Programs

The ESEA and Special Programs Section, in collaboration with other USOE departments, state agencies, and community organizations, provides state leadership, transparency, oversight, support, and professional development to Local Education Agencies (LEAs) as they implement programs associated with the Elementary and Secondary Education Act (ESEA) and programs funded by the Utah State Legislature. The following programs are administered by the ESEA & Special Programs Section.

Federal TITLE Programs

(TITLE I, Part A) - College and Career Ready

Title I, Part A provides Utah with Federal funds each year to help higher poverty schools provide supplemental educational services to meet the needs of educationally disadvantaged students; incorporate consistency in Title I preschools and ensure Federally mandated Parental involvement is addressed in every LEA and School program. Encompasses funding to LEAs and Schools through Title I, A; Title I, A (1003)a – School Improvement – Focus; and Title I, A (1003)g competitive grant– School Improvement - Priority

(TITLE I, Part C) - Migrant Education

The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma or complete a GED that prepares them for responsible citizenship, further learning, and productive employment. Encompasses funding provided for Migrant Education Program grants to LEAs, as well as funding for state lead role in Migrant Data Consortium, to track migrant student’s educational opportunities between Utah and neighboring states. Migrant students are those who are highly mobile and face unique educational barriers caused by a lifestyle working in agriculture.

(TITLE III, Part A) - ELL Services

Title III, Part A: This program is designed to improve the education of English Learner (EL) children and youths by helping them learn English and meet challenging state academic content and student academic achievement standards. The program provides enhanced instructional opportunities for immigrant children and youths. Encompassed in this stream are funds which are provided for Immigrant program funding.

(TITLE IV, Part B) - 21st Century

The 21st Century Community Learning Centers Program is a 5-year competitive federal grant for LEAs and Community or Faith-Based Organizations to serve students and their families attending schools with poverty levels of 40 percent or higher outside of school time.

(TITLE VII, Part A) - Indian Education

It is the purpose of this part to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the same challenging State student academic achievement standards as all other students are expected to meet.

(TITLE IIV, Part B) - Homeless Education

Under the McKinney-Vento Homeless Children and Youths Program, State educational agencies (SEAs) must ensure that homeless children and youth have equal access to the same free public education,

including a public preschool education, as is provided to other children and youth. States must review and undertake steps to revise any laws, regulations, practices, or policies that may act as barriers to the enrollment, attendance, or success in school of homeless children and youth.

(Title VI, Part B) - Rural Education Achievement Program (REAP) Rural and Low-Income School Grant (RLIS)

Program provides financial assistance to federally designated rural districts to assist them in meeting their state's definition of adequate yearly progress (AYP).

State Programs and Services

The MESA Program

Utah MESA is a member of MESA USA, a partnership of MESA programs from several states. The programs are based on a common academic enrichment model to support students so they excel in math and science. MESA USA serves as an arena for the programs to share best practices to continually refine and improve the MESA model. The organization also seeks to establish new programs to reach more students who need MESA's services. This program was previously required by Utah Legislature, and although the specific funding has been withdrawn, the LEAs still look for program consistency and management, which this section's Education Specialist provides through support of the Enhancement for At-Risk funding.

The SIOP Program Training and Implementation

Sheltered Instruction Observation Protocol® (SIOP®) provides concrete examples of the features of Sheltered Instruction that can enhance and expand teachers' instructional practice. The protocol is composed of thirty features grouped into eight main components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review and Assessment. These components emphasize the instructional practices that are critical for second language learners as well as high-quality practices that benefit all students.

The WIDA Program Training and Implementation

The Utah State Board of Education has adopted the WIDA standards (World-class Instructional Design and Assessment) of teaching and assessing students learning a second language. The WIDA ELP Standards along with their strands of model performance indicators-which represent social, instructional and academic language-have been augmented by TESOL as the national model.

ELL Family Literacy Centers

These centers provide interactive literacy activities between parents and their children; training for parents on how to be the primary teacher for their children, and to be full partners in the education of their children; parent literacy training that leads to economic self-sufficiency; and an age-appropriate education to prepare children for their success in school and life experiences. Student extended-day or year around services include: tutoring, optional extended kindergarten and credit recovery. Program focus is on parent outreach through home visits, newcomer programs, early childhood education, and planning strategies to meet the English Language Learner needs. Parent skill enhancements include: assisting in computer literacy/workforce skills, high school courses targeted to obtain a GED, and translation services. This program was previously required by Utah Legislature, and although the specific funding has been withdrawn, the LEAs still look for program consistency and management, which the USOE Education Specialist provides through support of the Enhancement for At-Risk funding.

Highly Impacted Schools

These are schools that have been determined to be the most highly impacted by students who need to overcome compacted obstacles of poverty, ethnical minority, and frequent mobility that results in poor academic achievement, as defined by state statute and the state board rule. This program was previously required by Utah Legislature, and although the specific funding has been withdrawn, the LEAs still look for program consistency and management, which the USOE Education Specialist provides through support of the Enhancement for At-Risk funding.

Intergenerational Poverty Interventions Grant

To provide out-of school education services that assist students affected by intergenerational poverty in achieving academic success. Granted to sites with 75 percent or more poverty rates. Funding available to LEAs with schools that already have afterschool programs may apply for supplemental grants ranging from \$30,000 to \$50,000 per site per school year to augment the amount or intensity of services to benefit students affected by Intergenerational Poverty, or LEAs with schools that do not have existing afterschool programs may apply for funds ranging from \$100,000 - \$150,000 per site per school year to establish quality afterschool programs.

State Contract Oversight Responsibilities:

- Utah Consolidated Application (UCA) Software – Federal and State Grants application and management system that all LEAs are required to complete each year.
- ERTC/MAPS Educational Research & Training Corporation provides the evaluation of the Utah migrant program which was designed to be completed through the collection of and analysis of data using the Utah Migrant Achievement & Performance System (MAPS) online data system, shared within the Migrant Consortium of Western States, through a survey of migrant program staff and administration, and through a survey with parents.
- Desktop Monitoring Instrument (DMI) Software – provides program implementation management guidance and requirements for recipients of federal funding, completed annually, that defines clearly for LEAs and Schools, the Title I, Title III, Migrant, 21st CCLC, and School Improvement fund mandates.
- English Learner Software - This funding provided by the State Legislature is used for the software contract with Imagine Learning to provide software licenses to schools in supporting computer assisted instruction for English learners.
- 21st CCLC Profile and Performance Information and Collection System (PPICS).
- 21st CCLC grantee self-evaluation on Utah Afterschool Program Quality Assessment and Improvement Tool.
- IGP Evaluation provided by Utah Education Policy Center (UEPC)

Instructional Services – Teaching and Learning

- Advanced Placement
 - International Baccalaureate
 - Concurrent Enrollment
 - Early College
 - Centennial Scholarship
 - Gifted & Talented
- Electronic High School
- Drivers Education

- Online course
 - Classroom and behind the wheel
- Beverly Taylor Sorenson Arts Learning Program (BTS ALP)
- Art Curriculum and Standards
- Critical (World) Language / Dual Language Immersion /Foreign Exchange Students
- STAR (Student Tutoring Achievement for Reading)
- Utah Core State Standards
- Science Standards (K-12)
- English Language Arts Standards (K-12) - Elementary & Secondary
- Library Media
- Mathematics Standards - Elementary & Secondary
- STEM Initiative (Science, Technology, Engineering, Mathematics)
- Health Standards
- Physical Education Standards
- Early Childhood Program
 - Pre-kindergarten/Kindergarten
- Instructional Materials Commission
 - Textbooks
 - Recommended Instructional Materials System (RIMS)
- Professional Learning Series (formerly the Standards Academy)
- Social Studies (K-12) Standards
- Civics and Character Education
- Teacher Educational Instructional Technology
 - Grants for Online Testing
 - Smart School Technology Program
 - Century Link Grant Management
- Library Media
- LEA Professional Development
- Licensing
 - Teacher Licensure & Renewal (incl. out of state, foreign educators)
 - Alternative Routes to Licensure
 - UPPAC (budgeting & accounting portion)
 - Professional Practices Advisory Commission
 - University Accreditation
 - National Board Certification
 - CACTUS Management
- Data Management
- Teacher Effectiveness
 - Utah Effective Teaching Standards
 - Teacher Evaluation
 - Utah Educational Leadership Standards
 - Student Learning Outcomes
- Graduation Requirements
 - Home School
 - Course Requirements

Legislative Line Item Programs: (Legislative Programs with no administrative funding added)

- ISEE (Informal Science Education Enhancement Program)
- POPS (Professionals Outreach Programs in Schools/Arts Subsidy)
- HB513 UPSTART (Early Intervention Software Program)
- SB217 Math Teacher Training
- HB197 Math for America
- K-3 Reading Improvement
- USTAR (Utah Science Technology and Research Initiative) Centers Program
- PAR (Peer Assistance and Review Pilot)
- Student Leadership Pilot
- Capitol Field Trips
- PEJEP (Public Education Job Enhancement Program)
- Competency Based Measures Pilot
- HB96 Utah School Readiness Initiative Public School Early Childhood Education Grant
- Schools To Watch

Federal Programs:

- Title IIA Improving Teacher Quality
 - Utah Effectiveness Project for High Quality Education
 - Utah Educational Leadership Standards
 - Utah Effective Teaching Standards
 - Entry Years Enhancement (EYE) Program
- Title IIB Math - Science Partnership
 - UMEP
- Chinese Flagship
- Startalk
- Vamos ao Brasil

Outside Programs T&L Oversees: (No administrative funding added)

- Advanced Ed (Accreditation of Schools)
- STEM (GoEd)
- Hattie Munk Library Material Grant
- Sorenson Legacy

Law and Legislation

- Rulewriting--Writes new State Board of Education Rules, consistent with new legislation, State Superintendent's and/or Board's direction; coordinates with USOE staff and to review and amend Rules, as directed by law; works with the Division of Administrative Rules to comply with Rulewriting provisions, publish Rules appropriately and meet timelines, as required by law; provides information about Rulewriting procedures and status to State Administrative Rules, the legislative Administrative Rules Review Committee, LEAs, and state agencies, and others upon request.
- USOE Records Officer—prepares GRAMA responses to requests directed to the USOE and employees. Logs requests, works with Board members, USOE employees to complete responses; maintains copies of responses.

- Legislation—Tracks legislation annually with Board-directed tracking sheet. Updates tracking sheet regularly during the legislative session. Provides information to LEAs, upon request, about the status of bills, and answers questions from LEAs about bills that may require Board Rules, necessitating changes in local policies. Provides information to USOE staff, as directed by Superintendent, about pending and passed legislation that will affect programs, information, monitoring, accountability, funding to LEAs, parents, general public, others affected by changes in the law.
- Information—provides information or citations as requested in writing or on the phone from LEAs, general public, legislative staff, Governor’s Office, other state agencies about State Board-directed programs and responsibilities. Provides model forms or policies (primarily for LEAs and parents) as requested by the State Superintendent, the Board or the Legislature.
- Training—provides training or professional development, upon request, to LEAs, community groups, higher education classes and programs, and others about public education specific programs such as FERPA, student confidentiality, bullying, school technology issues, and school fees—approximately 20 per year.

Licensing and UPPAC

- Responsible for the administration of all aspects of Utah Educator Licensure, including issuance, renewal, background checks, educator assessments, program eligibility, the Alternative Routes to Licensure program, and implementation of Board rules regarding teacher qualifications.
- Responsible for federal reporting in regards to teacher preparation programs (HEOA Title II).
- Schedules and holds UPPAC meetings at least 11 times per year. Meetings involve, notice, preparing an agenda, collecting reports and information from investigator/prosecutors, finalizing minutes, scheduling meetings with educators or prospective educators, providing professional development for UPPAC members (time permitting) and having complete and timely information available for UPPAC members at each meeting.
- Investigates allegations of misconduct about educators, approximately 50-60 per year. This involves: (1) contacting the complainant, (2) contacting the employer/former employer of the respondent, (3) interviewing witnesses, (4) verifying information, (5) reviewing police and court reports, (6) discussing and negotiating with respondents or respondents’ legal counsel, and (7) making recommendations to UPPAC. Some of the investigations are straightforward (take about 5-10 person hours to resolve); others are more complex (may take upwards of 300 hours to investigate and resolve).
- Negotiates and drafts resolutions/recommendations for UPPAC and the Board.
- In providing recommendations to UPPAC and the Board, (1) prepares a Board-directed checklist to summarize all cases reviewed by Board members; (2) prepares motions for use by the Board; (3) provides all Stipulated Agreements and Hearing Reports for Board review; (4) provides a monthly summary of all UPPAC actions (for lesser discipline) and recommendations for Board consideration; (5) presents case information to Board in executive sessions; (6) continue to summarize allegations and cases of educator misconduct, going back to UPPAC’s inception as often as possible, into charts and graphs for Board members’ review.
- Manages UPPAC, (Utah) NASDTEC, and parts of CACTUS databases.
- Provides UPPAC data in response to requests.

- Reviews pre-service applicants' and license renewal candidates' background checks and notifies applicants, renewal candidates and pre-service programs following review.
- Schedules and staffs administrative hearings if allegations cannot be resolved by stipulation.
- Regularly reviews and updates UPPAC rules consistent with administrative rulemaking requirements.
- Provides training on Educator Professional Standards, upon request, to LEAs, higher education programs, classes and specialty areas—approximately 10-15 discussions per year.
- Notifies LEA HR directors and departments of UPPAC and Board actions by email.
- Responds in writing and by phone to questions and concerns from educators, policy makers, parents, the media, state agencies, LEAs, attorneys, educators, and others about professional educator standards and potential violations of standards.

Minimum School Program

- There are 44 MSP programs that we manage, review, collect data on, allocate, respond to concerns, etc. With a total distribution of \$3,349,784,700 for Fiscal Year 2014-2015 and with a projected student fall enrollment county of 622,813.
- There are two major data sets that significantly impact the overall cost of the MSP. The first is the projected number of students that will enroll in schools across the state. The second is the value of assessed property used to estimate local property tax revenues generated through the Basic Rate to support the MSP. The School Finance department is involved with these two processes from start to finish.
- Each MSP program has specific independent rules, statutes, guidelines, formulas and data source usages that require independent calculation, review and monitoring. The collections of rates, data elements, reports, vetting of numbers, collaboration of data from other State entities, etc. to perform the calculations and establish the funding for each program.
- The calculation of WPU's, ADM, FTE's, tax values, etc. are a necessary part of the process and substantial resources and time are consumed in order to properly allocate the funds in MSP in collaboration with legislators, Governor's office, State Tax Commission, Assessors offices, County Treasures, LEA's, etc.
- The compiling of Fall Enrollment and Enrollment Projections Data from Data and Statistics and arrange in format for use in the MSP in accordance to the timelines established by USOE or legislation.
- Retrieve, review, format, verify data input and formulas or directly administer and allocate funds for assigned MSP Programs for each MSP update time (budget request, legislative estimate, mid-year update, etc.)
- The reporting, posting, publication and the compiling of data for data requests continue to increase and are an integral part of our responsibilities.
- The MSP budget process begins each fall with the Common Data Committee (CDC) meeting to establish consensus estimates for student enrollments and assessed valuations. Consensus estimates generated through the committee process ensures that each entity uses the same base data throughout the budgeting process. Legislative funding is based on the outcome of the CDC.
 - This committee consists of individuals from the Office of the Legislative Fiscal Analyst; Governor's Office of Management and Budget, and the State Board of Education and representatives from the Utah State Tax Commission (when reviewing assessed valuations), the Utah Education Association, and other interested individuals and organizations.

School Finance

- Train LEA school business officials on proper school accounting using nationally recognized standards; the funding methodology of allocated programs; taxes and rates that apply both locally and at the State level; changes in State statute, implementation of changes to board rules and policies;
- Summarize, compile and review all reports submitted by various LEAs and produce financial reports used in the State Superintendents Report, for the Utah Legislature and submit detailed reporting to NCES (National Center for Education Statistics).
- Review reports and work with LEAs to ensure compliance with Utah laws. (53A-3-404 AFR & APR, 51-2a-201 Audited Financials, 53A-1-301 State Superintendents Report, 51-7-11 Money Management Act, etc.).
- Initiate and draft fiscal notes each legislative session on an average of 158 education related legislative bills.
- Conduct audits on student membership; fall enrollment, CTE membership, funding match requirements, financial reports as compared to audited financial statements, etc.
- Assist USOE staff especially, Data & Statistics, Information Technology (IT), other USOE program specialists, LEA business officials, etc. in reviewing, defining, collecting, storing, sharing, and reporting pupil accounting and other pupil data (including demographics, etc.), teacher data, and schools data used in allocating MSP or ESEA funds.
- Adhere to timelines and standards in R277-484 and R277-419; assist USOE staff, the public, independent auditors, etc. in understanding these rules; assist with rule changes as deemed necessary; work with other State agencies in implementing standards and statutes; and assist LEA's in meeting the standards and statutes required by law
- Maintain School Finance's portion of R277-419 Pupil Accounting, and R277-484 Data Standards by assisting LEAs, USOE colleagues, independent auditors, the public, etc. in understanding and applying the legal requirements while adhering to timelines and standards.
- The Utah State Board of Education is required by law to participate and vote on the Taxing Entity Committee for any city, town, and county redevelopment project. This representation is to protect the interests of all school districts and the Basic Rate revenues and is authorized by a representative from School Finance.

Statewide Online Education Program

- Administration, development and implementation of the Statewide Online Education Program, a funding program supporting course-wise, competency-based, cross-LEA delivery of educational services statewide (53A-15-1201, 53A-15-1203 et seq.) and the development of standards applied to program participants, and the evaluation of Statewide Online Education Program outcomes (53A-15-1203; 53A-15-1213).
- Determination of Statewide Online Education Program goals and objectives (53A-15-1213) and make recommendations for changes in law and rule governing the Statewide Online Education Program (53A-15-1213).
- Action in support of Statewide Online Education Program website, database and software applications and systems used for Statewide Online Education Program enrollment and course-completion processing, including generation of fiscal data used for funding reallocation, withholding and disbursement (53A-15-1212).
- Production of accounting documentation to enable funding disbursement and allotment crediting for school finance processing of funding diversions connected with the Statewide

Online Education Program (53A-15-1207(1)(b); 53A-15-1208) and the auditing of the student enrollment and course completion data to enable funding distribution support, inter-district/school, course-wise, competency-based enrollments for secondary students statewide (53A-15-1207(1)(b)).

- Produce a yearly report on Statewide Online Education Program (53A-15-1211), respond to Legislative requests for information regarding the program (53A-15-1214; 36-12-15), and create LEA specific reports for providers for participants.
- Facilitate home and private school student enrollment in the Statewide Online Education Program (53A-15-1207(3)).

State Pupil Transportation

- Pupil transportation personnel have oversight of the safe and efficient to and from school transportation of approximately 190,000 students. These students are transported on 2,700 school buses with nearly 3,000 certified school bus drivers.
- Drivers are trained and certified by 108 state certified instructors who provide state generated curriculum according to Standards for Utah School Buses and Operations. The Standards for Utah School Buses and Operations are developed by the State Pupil Transportation staff working with school district representatives, industry experts and national agencies and organizations.
- Pupil transportation personnel provide training, certification and professional development for directors, supervisors, instructors, bus shop technicians, and bus routing coordinators. They also provide pupil transportation technical assistance to superintendents, business officials, directors, supervisors, instructors, drivers, government officials and the general public.
- Auditing of all aspects related to safe and efficient pupil transportation is conducted by pupil transportation personnel.
- Personnel facilitate a statutory transportation advisory committee with representation from local school superintendents, business officials, and school districts transportation supervisors to address transportation needs including recommended approved bus routes.

School Construction and Facility Safety

- Oversight of school construction projects, ensuring they are designed, constructed and maintained in accordance with the latest adopted building codes, state and federal laws, administrative rules, national mandates, ADA and the *School Construction Inspection Resource Manual* published by the USOE (UCA 53A-20, UCA 10-9a, UCA 17-27a, UCA 26-15-2, UCA 52a-22, UCA 58-56, R277-471, R156-56, R277-454, R392-200, R614-7, CFR Title 28-Title 28-36, subpart D, and the 2010 Standards for Accessible Design).
- To provide training during the 'Annual Construction and Inspection Resource Conference,' which is accomplished during UFOMA (Utah Facilities Operations and Maintenance), UASBO (Utah Association of Business Officials), charter school training, and EdPAC conferences, as well as through technical assistance throughout the year for LEAs, School District Building Officials (SDBO), Charter School Board Building Officers (CSBBO), business administrators, school district superintendency, other state agencies, design professionals, contractors, and city and county personnel involved in public school construction and facility related safety (UCA 53A-20.104.5).
- Compile the annual 'School Plant Capital Outlay Report' (UCA 53A-20-103).

- Provide processes to ensure that school construction projects are built in compliance and have received all necessary inspections and testing by appropriately certified and licensed individuals. The end result being each construction project receives a permanent ‘Certificate of Occupancy’ with the assurance of preservation of life/safety (UCA 53A-20-100.5, UCA 10-9a, UCA 17-27a, UCA 26-15-2, UCA 52a-22, UCA 58-56, R277-471, R23, R156-56, R277-454, R392-200, R614-7, and the *School Construction Inspection Resource Manual* published by the USOE).
- Ensure that all school construction projects are completed in accordance with the latest school construction procurement requirements. Ensure at least one employee from each school district and public charter school involved in school construction is trained and receives a certificate indicating successful completion of the course (UCA 53A-20-100.5 et. Seq., UCA 63G-6g, R23 et. seq., R33 et. seq., Rule R156-56, Rule R277-455, and the *School Construction Inspection Resource Manual* published by the USOE).
- Provide an annual School Emergency, Safety and Security Conference (R277-400) for LEAs to assist them as they implement measures specific to their individual needs and features.
- Establish and maintain an *Emergency Preparedness Planning Guide* for schools usage consisting of requirements, suggestions, best practices, assistance in developing and implementing District and LEA *Emergency Preparedness* and *Emergency Response Plans*, etc., designed to meet individual needs and features, including measures for prevention, intervention, response measures for staff and students in the event natural or manmade disasters, emergencies, school violence, and verify compliance is met with school safety and security requirements (R277-400).
- Represent USOE as a member of the State Emergency Response Team (SERT), fulfilling responsibilities to properly support, represent and act as a liaison between other State agencies and LEAs during an emergency (State of Utah *Emergency Operations Plan*).

School Children’s Trust

- School LAND Trust Program
 - The School Children’s Trust (“SCT”) Section administers the School LAND Trust Program, which distributes the interest and dividends (approximately \$45 million for FY2016) from the permanent State School Fund annually to every public school in the state.
 - SCT Section trains and supports nearly 1000 school community councils, which are responsible for determining how the trust fund distribution is spent, by providing multiple conferences and trainings to parents, school faculty and administration, and district personnel throughout all corners of the state every year.
 - SCT Section annually reviews every school plan for spending trust funds and every final report describing how a school spent its funds.
 - SCT Section conducts compliance reviews for 10 percent of charter schools and school districts annually.
- Oversight of School and Institutional Trust Lands Administration (SITLA)
 - SCT Section plays a watchdog role over SITLA, which comprises over 70 employees, 16 different revenue groups, and a 7 member board to ensure trust lands are managed prudently, profitably, and solely in the best interest of the beneficiaries.
 - This oversight involves regular meetings with the SITLA Director; Deputy, Assistant, and Associate Directors; membership and active participation on each of the SITLA board’s committees; critical review of projects on and business decisions made that

- affect trust lands; monthly presentations to the SITLA board; recommendations concerning the governance and administration of the agency; among other activities.
- SCT Section is staff to the nominating committee that sends candidates to the Governor for appointment to the SITLA board.
- Oversight of permanent State School Fund/School and Institutional Trust Funds Office
 - SCT Section plays a watchdog role over the investment of the \$2 billion permanent State School Fund and other funds for which the State Board is the ultimate beneficiary representative (i.e., Schools for the Deaf and Blind) to ensure the fund is managed prudently, profitably, and solely in the best interest of the beneficiaries.
 - In 2014, the Legislature passed legislation transferring the trust fund's management from the State Treasurer to the newly-created School and Institutional Trust Funds Office ("SITFO"). The SCT Section is intimately involved in the execution of that legislation, including formation of the governing board, oversight of the process to hire a Chief Investment Officer, and participation in all other steps required to establish the new agency.
 - SCT Section is staff to the nominating committee that sends candidates to the State Treasurer for appointment to the SITFO Board.
- Legislative Advocacy/Public Outreach
 - By statute, SCT Section represents the interests of the trust fund beneficiaries to the Legislature, the Governor, the Attorney General, the State Treasurer, the general public, and any other body or person that makes decisions affecting school trust lands or funds.
 - SCT Section regularly interacts with a variety of groups which have expressed interest in trust lands, the trust funds, and school community councils, including: the PTA, UEA, the Trust Lands Advisory Council, Utah School Superintendents Association, Utah Association of Secondary School Principals, Utah Association of Public Charter Schools, Utah Charter Network, and the Utah School Boards Association.
 - SCT Section is also actively involved in organizations that bring together trust lands users, managers, and beneficiaries, including the Western States Land Commissioners Association. The SCT Section has also built and maintains relationships with other beneficiary representatives and trust fund managers around the nation.

Special Education

The Utah State Office of Education Special Education Services section provides oversight of programs on behalf of the 78,000+ students with disabilities ages 3-21 in Utah to ensure that eligible students with disabilities receive a free appropriate public education (FAPE) and progress in the general education curriculum. This is accomplished through the implementation of the Utah State Board of Education Special Education Rules (USBESER) and the Individuals with Disabilities Education Improvement Act (IDEA) of 2004.

The IDEA and USBESER implementation is accomplished through the following activities completed by the Utah State Office of Education Special Education Services section:

- Collecting and reporting state and federal data

- Writing and implementing policy and procedures to ensure compliance with IDEA and Utah State Board of Education Special Education Rules
- Monitoring of IDEA compliance in LEAs and state-funded private placements
- Ensuring that state assessments (i.e., SAGE, DIBELS, ACT), alternate assessments (e.g., UAA, DLM), and accommodations are available and appropriate for all students with disabilities
- Ensuring that all educators working with students with disabilities are appropriately licensed/endorsed for their assignment
- Disability specific activities (e.g., autism, intellectual disabilities, learning disabilities, sensory disabilities, etc.) to ensure that students with disabilities receive a free appropriate public education
- Technical assistance to parents, advocates, and LEAs
- Completion of annual performance report (APR) and State Systemic Improvement Plan (SSIP) activities and reports to improve outcomes for students with disabilities
- General supervision of IDEA compliance, fiscal compliance, and dispute resolution (i.e., IEP problem-solving facilitation, mediation, state complaint, and due process complaint)
- Provide professional development to Utah general educators, special educators, paraeducators, related service providers, administrators, and parents regarding IDEA and specialized instruction
- Communication and completion of activities (required by federal and state statute to coordinate services) with other state-agencies such as DSPD, DSBVI, DSDHH, USOR, DOH, DCFS, USDB, JJS, and Dept. of Corrections
- Coordination with other USOE sections to ensure that students with disabilities are considered and appropriately included in policy decisions

Schools for the Deaf and Blind

- Administration
 - Finance, Facilities, Contracts
 - Human Resources (DHRM)
 - Communications & Fundraising
 - IT (Information Technology)
- Blind School
 - Ogden Campus
 - Salt Lake Millcreek Campus
 - Orem Meadowmoor Campus
 - Statewide outreach Services
 - Parent Infant Program for Blind and Visually Impaired (PIP-BVI)
 - Deaf-Blind program
- Deaf School
 - Ogden ASL Campus (Kenneth Burdett School)
 - Salt Lake ASL Campus (Jean Messau School)
 - Salt Lake Millcreek
 - Orem elementary
 - Statewide outreach teachers
 - Interpreters
 - Sound Beginnings (Utah State University)
 - Parent Infant Program for Deaf and Hard of Hearing (PIP-D/HH)
- Related Services

- Orientation and Mobility (O&M) Statewide
- Occupational Therapy/Physical Therapy (OT/PT)
- Transportation
- School Psychologists
- Audiology
- Low vision clinic
- Speech Language Pathologists (SLPs)
- STEP (Transition)
- Residential
- ERC/USIMAC – Library and Materials Access Center (Braille)
- Special Programs
 - Statewide Expanded Core programs
 - Summer camps
 - Jr. Blind Olympics
 - UWIN

State Office of Rehabilitation

- Division of Services for the Blind and Visually Impaired (DSBVI)
 - Vision Screening for children pre-school through 3rd grade
 - Daily Living, Orientation/Mobility, Computer, Home Repair and Financial Literacy Education
 - Low Vision Screening and Assistive Aids Education
 - Educational, Rehabilitation, and Career Guidance Counseling
 - Community Based Services Coordination
- Division of Services for the Deaf and Hard of Hearing (DSDHH)
 - Daily Living, Community Integration, Financial Management Instruction and Education
 - Deaf and Hard of Hearing Education and Training
 - Assistive Technology Education
 - Social, Recreational, Community Services for the Deaf/Hard of Hearing
 - Sensory Impairment Sensitive Therapy and Counseling
 - Deaf Interpreter Certification
- Division of Rehabilitation Services (DRS)
 - Assessment, Educational, Rehabilitation and Career Guidance Counseling
 - Special Education, 504, and Adult Education Transition Counseling and Guidance
 - Augmentative Communication and Assistive Technology Education for K-12 Students
 - Independent Living and Community Integration Education and Counseling
 - Community Based Services Coordination
- Disability Determination Services (DDS)
 - Adjudicates eligibility/ineligibility for Social Security Disability Benefits

Data and Statistics

- UDA/SLDS
 - Federal Grant
 - College and Career
 - Evaluation and Research
- Superintendent Annual Report

- Demographics
- Privacy
 - DGPB
 - Policy development
 - Privacy audits
 - Disclosure avoidance checks
- Data request management
- MOU management
- Data steward training
- General IT data and application audits
- ED Facts audits
- Graduation rate report
- UTREX audits
 - Oct 1
 - Dec 1
 - Year end
- Data gateway
 - Project management and section/domain development
 - Accountability
 - Assessment
 - Graduation rate
 - EL student level report
 - Educator data
 - Enrollment/demographics
 - Training
 - State Support
- SGP
- PVA
- Research and statistical analysis
- Incident data audit
- CTE audits
- Cactus (school information)
- ROGL audits
- Assessment audits
- Accountability audits

Internal Accounting

Duties of the Internal Accounting Section include the following:

- Maintain and provide accounting functions for the USOE and USOR, including processing more than 300,000 transactions each fiscal year
- Track approximately 100 sources of funding and the disposition of each funding source with detailed accounting codes
- Properly charge to each funding source and cost code to ensure compliance with Generally Accepted Accounting Principles (GAAP) and federal regulations
- Create ad hoc reports using accumulated information as needed for the Board, management, or other agencies

- Collect and deposit cash receipts into proper bank accounts, including federal cash receipts from federal grants, reconcile bank accounts, reconcile internal accounting systems required for Rehabilitation payments and Minimum School reporting
- Process all payments and transactions including any corrections to transactions, payments to employees for travel or other reimbursable expenses, posting or allocating costs from ISFs in the state, motor pool allocations, payments for general services, allocation of rent costs, liability insurance, and payment for client services
- Process monthly payments for transfer of funds to each of 125 Local Education Agencies (LEA) in Utah and provide reports for each LEA receiving funds so they can properly record amounts transferred
- Maintain a budget system for all divisions to the object level for each source of funding and submit Agency budgets to State Finance
- Maintain data for all grant awards and subawards to LEAs or other third parties
- Report all federal grant awards in USOE and Child Nutrition Program (CNP) Federal Funds Accountability Transparency Act (FFATA) monthly
- Process and account for all payments for the revolving loan fund for school districts and charter schools
- Purchase goods and services for all divisions in USOE, USOR and CNP and ensure proper compliance with the state procurement code and other provisions of the Utah Code in performing all purchasing duties
- Act as the agency Purchasing Card Coordinator, including reviewing monthly statements and approving transfer for payment of goods or services
- Timely, accurate and efficient dispersal of all incoming USOE/USOR mail and shipping and receiving goods for the agency
- Provide accounting and federal financial reporting services for USOR
- Process accounts payable transactions for administrative costs, employee travel, current expenses, payroll, etc., for USOR, including monitoring the transactions to ensure proper procurement policies and procedures are followed

Fulfill reporting requirements for various federal grants and provide assurance that funds from federal grants are used in accordance with federal guidelines, policies and within the time frame given to expend those funds.

Public Relations

The Utah State Office of Education Public Relations Department supports the mission and goals of the Utah State Board of Education through internal and external communication services based on the symmetrical communication model. The department seeks and monitors communication about public education in Utah as well as sends out communication pieces championing Board objectives to various audiences through various means. Efforts and programs assigned to this section include but are not limited to the following:

- Provide notice of public meetings of Utah State Board of Education and other appropriate organizations under the State Board (e.g., Charter School Board, State Rehabilitation Counsel, Utah Professional Practices Commission) in accordance with UCA 52-4-402 (Open and Public Meetings Act).
- Prepare and distribute State Superintendent of Public Instruction's annual report in accordance with UCA 53A-1-301 (Administration of Public Education).

- Record and make available audio portions of meetings of Utah State Board of Education and Utah State Charter School Board in accordance with UCA 52-4-203 (Open and Public Meetings Act).
- Promulgate new policies, policy changes, and direction of the Utah State Board of Education through all useful communication channels to appropriate audiences.
- Promulgate Utah public school student performance and financial data through all useful communication channels to appropriate audiences.
- Assist government agencies, media outlets, researchers and the general public in finding and understanding school performance and financial data related to Utah's public school system.
- Monitor institutional and public reaction to Utah's public education system.
- Intervene in public discussions when there are inaccuracies about Utah's public school system.
- Ensure elected policy makers and appointed policy enactors are aware of public concerns, questions, or compliments about Utah's public school system.
- Provide public relations counsel to Utah State Board of Education members and agency staff.
- Apprise agency staff of work-related resources and directives that apply to them.
- Assist local education agencies and related public education groups (e.g., school principal groups, school superintendent groups, Utah Education Network) with public relations-related work as needed.
- Work with public affairs representatives from other state agencies as needed.

	Legislative Appropriated Budget	Revised Budget Estimate	Difference Between Appropriation & Revised	
USOR 2016 Revenue Sources:				
Education / General Fund - PBA	1,833,700.00	1,833,700.00	-	
Education / General Fund - PBB	2,678,500.00	2,678,500.00	-	
Education / General Fund - PBC	15,012,800.00	15,012,800.00	-	
Education / General Fund - PBD	700.00	700.00	-	
Education / General Fund - PBE	2,727,000.00	2,727,000.00	-	
	22,252,700.00	22,252,700.00	-	
Basic Vocational Rehabilitation Grant - FFY15 (remainder) + Reallocation	35,690,617.00	35,690,617.00	-	
Basic Vocational Rehabilitation Grant - FFY16 (100%)				
Supported Employment Grant - FFY15 (remainder)	300,000.00	300,000.00	-	
Supported Employment Grant - FFY16 (100%)				
Independent Living Grant - FFY15 (remainder)	305,350.00	305,350.00	-	
Independent Living Grant - FFY16 (75%)				
Independent Living for Older Blind Grant - FFY15 (remainder)	225,000.00	225,000.00	-	
Independent Living for Older Blind Grant - FFY16 (75%)				
In Service Training Grant - FFY15 (remainder)	-	-	-	
In Service Training Grant - FFY16 (100%)				
Aspire Grant - SFY16	9,836,999.00	7,800,000.00	(2,036,999.00)	
SSA Reimbursement	350,000.00	-	(350,000.00)	
SSA Disability Determination Federal Funding - FFY15	12,640,300.00	15,800,375.00	3,160,075.00	125%
SSA Disability Determination Federal Funding - FFY16				
WIPA - FFY15 (remainder)	100,000.00	100,000.00	-	
WIPA - FFY16 (91%)				
	59,448,266.00	60,221,342.00	773,076.00	
PBC - IDEA Contract (OOE) - UATT Salary & Benefits - FY15 (remainder)				
PBC - IDEA Contract (OOE) - UATT Salary & Benefits - FY16 (75%)				
PBC - IDEA Contract (OOE) - UATT Support Services - FY15 (remainder)				
PBC - IDEA Contract (OOE) - UATT Support Services - FY16 (75%)	510,000.00	510,000.00	-	
PBC - DWS Contract - Funds for 1 Benefit Specialist - FY15 (remainder)				
PBC - DWS Contract - Funds for 1 Benefit Specialist - FY16 (66.67%)				
PBC - Contracts for Services - Districts - FY15 - ???				
PBC - Contracts for Services - Districts - FY16 - ???				
PBA - Dedicated Credits	2,000.00	-	(2,000.00)	
PBB - Sales of Goods & Materials - Low Vision Store	50,300.00	50,300.00	-	
PBE - Sales of Services - ICAN Contract	257,100.00	361,704.00	104,604.00	141%
PBE - Sales of Services - Interpreter Certification Fees				
	819,400.00	922,004.00	102,604.00	
Additional federal funds appropriated that won't be realized	1,068,400.00	-	(1,068,400.00)	
USOR Total Estimated Funding - Fund 2480	83,588,766.00	83,396,046.00	(192,720.00)	
Total USOR Budget Requests		84,185,264.61	(789,218.61)	
State Funding				
Federal Funding				
Dedicated Credits				
Interest Income				

TOTAL USOR BUDGET REQUEST

Object Category Name	TOTAL REQUESTED						
	BUDGET	PBA	PBB	PBC	PBD	PBE	PBF
AA Personnel Services	38,122,337.86	1,989,731.13	3,603,173.00	20,117,384.28	8,867,726.45	2,505,770.00	1,038,553.00
BB Travel/In State	222,943.38	23,150.00	17,191.00	123,030.00	6,922.38	29,400.00	23,250.00
CC Travel/Out of State	177,177.62	62,920.00	16,660.00	11,220.00	13,077.62	10,800.00	62,500.00
DD Current Expense	6,016,758.86	362,145.21	1,070,441.00	2,722,862.00	1,288,755.65	405,297.00	167,258.00
EE Data Processing Current Expense	913,488.36	216,694.00	108,065.00	394,241.00	142,488.36	48,000.00	4,000.00
FF Data Processing Capital Expenditure	992,696.84	-	61,150.13	931,546.71	-	-	-
GG Capital Expenditure	181,749.00	10,000.00	7,000.00	-	164,749.00	-	-
HH Other Charges/Pass Through	37,558,112.69	155,760.00	1,548,253.84	24,130,567.89	5,339,985.12	200,461.60	6,183,084.24
TA Trust & Agency Disbursements	-	-	-	-	-	-	-
	84,185,264.61	2,820,400.34	6,431,933.97	48,430,851.89	15,823,704.58	3,199,728.60	7,478,645.24
Total Estimated Funding	83,396,045.00	2,904,418.00	6,317,862.00	47,483,986.00	15,801,075.00	3,088,704.00	7,800,000.00
(Over) / Under Budget	(789,219.61)	84,017.66	(114,071.97)	(946,865.89)	(22,629.58)	(111,024.60)	321,354.76
% of Estimated Funding	-0.95%	2.89%	-1.81%	-1.99%	-0.14%	-3.59%	4.12%

TOTAL USOR BUDGET REQUEST

Object_Name	TOTAL REQUESTED						
	BUDGET	PBA	PBB	PBC	PBD	PBE	PBF
5101 Regular Salaries & Wages	37,629,980.73	1,947,000.00	3,603,173.00	20,117,384.28	8,867,726.45	2,505,770.00	588,927.00
5110 Leave Paid	79,310.00	-	-	-	-	-	79,310.00
5120 Miscellaneous Earnings	39,694.50	39,694.50	-	-	-	-	-
5130 Overtime Paid (FLSA Exempt & Non-Exempt)	-	-	-	-	-	-	-
5135 Compensatory/Excess Time Used	7,210.00	-	-	-	-	-	7,210.00
5140 Compensatory/Excess Time Earned (FLSA Exempt & Non-Exempt)	1,751.00	-	-	-	-	-	1,751.00
5150 Incentive Award	1,236.00	-	-	-	-	-	1,236.00
5152 Payroll Uncollected Overpayments	-	-	-	-	-	-	-
5155 Benefits on Service Award Paid on Voucher	-	-	-	-	-	-	-
5160 State Retirement	129,780.00	-	-	-	-	-	129,780.00
5170 FICA/Medicare	42,176.63	3,036.63	-	-	-	-	39,140.00
5180 Health, Dental, Life & Long-Term Disability Insurance	155,252.00	-	-	-	-	-	155,252.00
5190 Unemployment & Workers Compensation Insurance	5,871.00	-	-	-	-	-	5,871.00
5199 Compensatory/Excess Time Earned Benefits (FLSA Exempt)	1,236.00	-	-	-	-	-	1,236.00
5300 State Leave Pool	28,840.00	-	-	-	-	-	28,840.00
5325 Termination Pay	-	-	-	-	-	-	-
6001 In State Travel-Short Term Motor Pool Rental	16,620.00	5,300.00	-	4,220.00	-	6,100.00	1,000.00
6002 In State Travel-Reduced Auto Mileage Rate	97,846.32	3,250.00	-	51,650.00	5,646.32	23,300.00	14,000.00
6003 In State Travel-Miscellaneous Travel Expense	-	-	-	-	-	-	-
6004 In State Travel-Maximum Auto Mileage Rate	870.00	100.00	670.00	100.00	-	-	-
6005 In State Travel-Meal Reimbursement	30,993.00	2,700.00	4,761.00	21,300.00	232.00	-	2,000.00
6006 In State Travel-Lodging Reimbursement	65,205.95	4,500.00	11,760.00	44,250.00	445.95	-	4,250.00
6007 In State Travel-Transportation Costs	5,758.11	1,650.00	-	1,510.00	598.11	-	2,000.00
6012 In State Travel-Boards, Councils & Committee Members	5,650.00	5,650.00	-	-	-	-	-
6013 In State Travel-Board, Council, Committee Member Per Diem	-	-	-	-	-	-	-
6048 In State Travel-Clearing	-	-	-	-	-	-	-
6052 Out of State Travel-Reduced Auto Mileage Rate	36,563.73	24,170.00	-	1,005.00	88.73	10,800.00	500.00
6053 Out of State Travel-Miscellaneous Travel Expense	4,593.77	800.00	400.00	505.00	188.77	-	2,700.00
6054 Out of State Travel-Maximum Auto Mileage Rate	-	-	-	-	-	-	-
6055 Out of State Travel-Meal Reimbursement	19,921.35	9,300.00	1,985.00	1,360.00	1,276.35	-	6,000.00
6056 Out of State Travel-Lodging Reimbursement	50,297.57	11,500.00	6,580.00	3,350.00	4,867.57	-	24,000.00
6057 Out of State Travel-Transportation Costs	58,411.20	10,500.00	7,695.00	5,000.00	6,416.20	-	28,800.00
6062 Out of State Travel-Boards, Councils & Committee Members	7,150.00	6,650.00	-	-	-	-	500.00
6063 Out of State Travel-Board, Council, Committee Member Per Diem	-	-	-	-	-	-	-
6098 Out of State Travel-Clearing	240.00	-	-	-	240.00	-	-
6115 Human Resource Services	281,157.75	11,022.75	31,050.00	156,492.00	54,027.00	21,114.00	7,452.00
6116 Payroll Services	24,448.50	958.50	2,700.00	13,608.00	4,698.00	1,836.00	648.00
6119 Fingerprint/Background Check	3,736.50	20.00	220.00	2,520.00	581.50	350.00	45.00
6123 Client Support-Other Services	-	-	-	-	-	-	-
6126 Wireless Communication Service	65,508.76	13,185.00	6,590.00	21,620.00	1,363.76	16,650.00	6,100.00

6131 Advertising & Legal Publications	-	-	-	-	-	-	-
6132 Communication Services	2,540.00	40.00	-	-	-	-	2,500.00
6133 Freight & Drayage	-	-	-	-	-	-	-
6135 Other Contractual Services-Non-medical	29,108.00	5,000.00	-	9,500.00	2,608.00	12,000.00	-
6136 Postage & Mailing	117,378.00	1,890.00	4,790.00	66,510.00	21,188.00	3,000.00	20,000.00
6137 Professional & Technical Services-Non-medical	648,328.00	13,800.00	40,000.00	123,270.00	430,008.00	19,250.00	22,000.00
6140 Laundry, Linen & Dry Cleaning Services	1,800.00	-	-	1,800.00	-	-	-
6142 Janitorial Service Contract Services	8,840.00	-	4,040.00	4,800.00	-	-	-
6143 Moving Expenses	1,000.00	-	-	1,000.00	-	-	-
6146 Recruiting Expenses	-	-	-	-	-	-	-
6147 Credit Card Fees	-	-	-	-	-	-	-
6149 Bottled Water Service	9,667.00	60.00	-	8,857.00	-	750.00	-
6151 Office Equipment Less Than \$5000-Federal Reporting	-	-	-	-	-	-	-
6152 Office Furniture Less Than \$5000-Federal Reporting	1,500.00	-	-	-	1,500.00	-	-
6155 Professional & Technical Services-Medical	3,710.00	-	-	-	3,710.00	-	-
6158 Utah Interactive Internet Transaction Fees	300.00	-	-	-	-	300.00	-
6161 Rental of Land & Buildings	1,995,796.00	1,700.00	-	1,215,602.00	676,494.00	45,000.00	57,000.00
6165 Rental of Motor Pool Vehicles	135,430.00	3,800.00	57,430.00	61,200.00	-	13,000.00	-
6166 Parking Space Rent & Bus Pass Costs	53,701.50	20,000.00	1,745.00	25,000.00	6,956.50	-	-
6168 Bank Fees	-	-	-	-	-	-	-
6171 Buildings & Grounds-Operating Supplies, Maint & Repairs	591,353.39	47,494.39	200,000.00	216,893.00	1,466.00	125,500.00	-
6172 Motor Vehicles-Operating Supplies, Maintenance & Repairs	1,050.00	200.00	-	100.00	-	750.00	-
6174 Repairs to Damaged Vehicles	6,900.00	-	2,000.00	4,900.00	-	-	-
6175 Other Equipment-Operating Supplies, Maintenance & Repairs	93,329.60	72,870.00	14,000.00	1,275.00	1,684.60	3,500.00	-
6176 Household Laundry & Janitorial Supplies	45.00	-	45.00	-	-	-	-
6177 Building & Grounds Security	56,085.57	2,234.57	2,065.00	3,745.00	47,541.00	500.00	-
6178 Garbage Services	800.00	-	-	800.00	-	-	-
6181 Office Supplies	151,278.94	8,300.00	8,525.00	94,900.00	18,153.94	12,400.00	9,000.00
6182 Printing & Binding	69,600.00	17,000.00	4,700.00	23,200.00	-	15,700.00	9,000.00
6184 Educational & Recreational Supplies	32,050.00	-	30,000.00	1,500.00	-	550.00	-
6185 Books & Subscriptions	32,850.00	850.00	24,600.00	2,800.00	-	3,100.00	1,500.00
6186 Photocopy Expenses	28,250.00	2,000.00	2,350.00	21,350.00	500.00	1,800.00	250.00
6187 Small Office Equipment Less Than \$5000	23,700.00	300.00	5,000.00	17,400.00	-	-	1,000.00
6188 Office Furnishings Less Than \$5000	37,508.94	6,500.00	18,000.00	8,400.00	1,058.94	2,550.00	1,000.00
6189 Other Small Equipment & Supplies Less Than \$5000	207,985.00	1,000.00	66,460.00	136,525.00	-	4,000.00	-
6191 Utilities-Natural Gas	-	-	-	-	-	-	-
6192 Utilities-Electrical Service	-	-	-	-	-	-	-
6193 Utilities-Water	-	-	-	-	-	-	-
6194 Utilities-Other	-	-	-	-	-	-	-
6212 Merchandise Purchased For Resale	50,300.00	-	50,300.00	-	-	-	-
6213 Clothing & Uniforms	-	-	-	-	-	-	-
6214 Food	-	-	-	-	-	-	-
6219 Medical/Testing & Lab Supplies	4,375.00	-	500.00	2,625.00	750.00	300.00	200.00
6222 Photographic Supplies & Services	-	-	-	-	-	-	-
6224 Small Tools & Instruments	420.00	120.00	-	-	-	300.00	-

6228 Video Supplies & Equipment	9,375.00	1,500.00	7,500.00	75.00	-	300.00	-
6229 Fire Fighting Supplies	-	-	-	-	-	-	-
6233 Household Supplies	7,478.30	100.00	275.00	5,060.00	143.30	1,900.00	-
6259 Regulatory Fees, Licenses, Registrations & Permits	-	-	-	-	-	-	-
6260 Purchasing Card Current Expenses	-	-	-	-	-	-	-
6262 Claims & Damages - 1099 Reportable	-	-	-	-	-	-	-
6263 Insurance & Bonds	131,497.32	7,470.00	24,076.00	86,225.00	6,884.32	6,842.00	-
6265 Interest & Carrying Charges	-	-	-	-	-	-	-
6269 Employee Training & Development	108,950.00	41,550.00	5,500.00	40,500.00	-	400.00	21,000.00
6270 Employee Recognition Awards Associated Costs-Non-Taxable	6,050.00	900.00	150.00	4,700.00	300.00	-	-
6271 Reception & Meeting Costs	11,000.00	10,600.00	-	-	-	400.00	-
6272 Exhibits, Displays & Awards	6,715.00	2,800.00	1,940.00	300.00	175.00	-	1,500.00
6274 Membership Dues	21,240.00	17,780.00	1,200.00	535.00	-	1,725.00	-
6276 Conventions, Seminars, Workshops & Committees	45,355.00	7,900.00	11,000.00	13,135.00	220.00	11,100.00	2,000.00
6277 Employee Relocation Expense	-	-	-	-	-	-	-
6282 Employee Educational Assistance-Non-Taxable	26,300.00	19,000.00	3,200.00	-	4,100.00	-	-
6283 Taxable Meal Allowance	170.00	50.00	120.00	-	-	-	-
6286 Professional Development & Training of Non-State Employees	100,519.97	9,000.00	3,000.00	34,300.00	339.97	53,880.00	-
6287 Unclassified Other	600.00	-	-	600.00	-	-	-
6288 Internal DFCM SBOA Bldg Rent Charge	505,000.00	-	390,000.00	115,000.00	-	-	-
6289 Advertising & Promotional Supplies	13,500.00	3,600.00	5,000.00	1,100.00	-	1,800.00	2,000.00
6299 Recycling Program Costs & Refunds	9,433.00	-	200.00	8,000.00	420.00	750.00	63.00
6300 Dept of Technology Services Telecommunication Charges	241,743.82	9,550.00	40,170.00	165,140.00	1,883.82	22,000.00	3,000.00
6467 Data Processing Hardware Less Than \$5000-Desktop Computer	62,018.72	38,500.00	15,000.00	235.00	283.72	8,000.00	-
6468 Data Processing Software Less Than \$5000-Network	74,860.00	5,300.00	52,210.00	15,350.00	-	1,000.00	1,000.00
6469 Data Processing Hardware Less Than \$5000-Laptop/Notebook	93,100.00	84,600.00	-	-	-	7,000.00	1,500.00
6470 Data Processing Hardware Less Than \$5000-Servers	54,236.00	50,500.00	-	3,736.00	-	-	-
6471 Data Processing Hardware Less Than \$5000-Peripherals	4,380.00	2,000.00	1,280.00	600.00	-	500.00	-
6472 Data Processing Software Less Than \$5000-Database	105.00	-	100.00	5.00	-	-	-
6473 Data Processing Software Less Than \$5000-Other	45,800.00	5,050.00	1,250.00	38,000.00	-	-	1,500.00
6474 Data Processing Hardware-Federal-Less Than \$5000-Desktops	-	-	-	-	-	-	-
6475 Data Processing Software-Federal-Less Than \$5000-Network	-	-	-	-	-	-	-
6478 Data Processing Hardware-Federal-Less Than \$5000-Peripheral	-	-	-	-	-	-	-
6480 Data Processing Software-Federal Less Than \$5000-Other	-	-	-	-	-	-	-
6481 Data Processing Hardware-Less Than \$5000 Network Equipment	-	-	-	-	-	-	-
6500 Dept of Technology Services-Data Processing Charges	277,000.00	15,300.00	30,000.00	218,680.00	2,820.00	10,200.00	-
6580 Data Processing-Hardware Maintenance Services	11,205.00	-	-	280.00	10,925.00	-	-
6581 Data Processing-Training	-	-	-	-	-	-	-
6582 Data Processing-Supplies	40,379.00	1,300.00	7,625.00	28,755.00	1,399.00	1,300.00	-
6595 Data Processing-Software Maintenance by Vendors	136,644.00	644.00	600.00	9,700.00	125,700.00	-	-
6596 Data Processing-Communication Lines Connection to Vendors	113,760.64	13,500.00	-	78,900.00	1,360.64	20,000.00	-
6612 Data Processing Equipment-Desktop & Laptop Computers	-	-	-	-	-	-	-
6616 Data Processing Software Over \$5000-Network	-	-	-	-	-	-	-
6617 Data Processing Software Over \$5000-Database	992,696.84	-	61,150.13	931,546.71	-	-	-
6619 Data Processing Software Over \$5000-Other	-	-	-	-	-	-	-

6623 Data Processing Equipment-Server & Network	-	-	-	-	-	-	-
6624 Data Processing Equipment-Processor Other	-	-	-	-	-	-	-
6687 Data Processing Equipment-Other	-	-	-	-	-	-	-
6702 Office Furniture & Equipment	59,250.00	-	7,000.00	-	52,250.00	-	-
6703 Printing & Reproduction Equipment	-	-	-	-	-	-	-
6704 Household, Laundry & Refrigeration Equipment	-	-	-	-	-	-	-
6705 Educational & Recreational Equipment	-	-	-	-	-	-	-
6706 Communications Equipment	122,499.00	10,000.00	-	-	112,499.00	-	-
6712 Shop & Plant Equipment	-	-	-	-	-	-	-
6719 Other Movable Equipment & Furnishings	-	-	-	-	-	-	-
6730 Construction & Maintenance Equipment	-	-	-	-	-	-	-
6777 Safety Systems, Security & Surveillance Equipment	-	-	-	-	-	-	-
6787 Other Unclassified Equipment	-	-	-	-	-	-	-
7203 Rehabilitation Case Services & Provider Payments-Non-Medical	24,630,057.15	-	1,050,000.00	18,949,490.15	4,630,567.00	-	-
7507 Federal Funds Requested by School Districts	-	-	-	-	-	-	-
7512 Special Grants	3,781,687.00	-	210,000.00	3,571,687.00	-	-	-
7520 Facilities Construction & Mangement-Capital Project Transfer	-	-	-	-	-	-	-
7521 Transfer Funds to Another Agency	6,100,000.00	-	-	-	-	-	6,100,000.00
7523 Transfer of Indirect Costs	3,046,368.54	155,760.00	288,253.84	1,609,390.74	709,418.12	200,461.60	83,084.24
7899 Trust & Agency-New Equipment	-	-	-	-	-	-	-
7900 Trust & Agency-Equipment Replacements	-	-	-	-	-	-	-
7901 Trust & Agency-Equipment Repairs	-	-	-	-	-	-	-
7902 Trust & Agency-Management Services	-	-	-	-	-	-	-
Total Requested Budget	84,185,264.61	2,820,400.34	6,431,933.97	48,430,851.89	15,823,704.58	3,199,728.60	7,478,645.24

Total Estimated Funding	83,396,045.00	2,904,418.00	6,317,862.00	47,483,986.00	15,801,075.00	3,088,704.00	7,800,000.00
(Over) / Under Budget	(789,219.61)	84,017.66	(114,071.97)	(946,865.89)	(22,629.58)	(111,024.60)	321,354.76
% of Estimated Funding	-0.95%	2.89%	-1.81%	-1.99%	-0.14%	-3.59%	4.12%

USDB 2016 Operating Budget

2016 REVENUE SOURCES AS OF: 1 May 2015

2016 Revenue Estimate in Budget Prep and Appropriations 2016 Revised Revenue Estimate as of 8 June 2015

EDUCATIONAL FUNDS	\$23,707,200.00	\$23,707,200.00
EDUCATIONAL FUNDS	(\$15,000.00)	(\$15,000.00)
EDUCATIONAL FUNDS	\$8,700.00	\$8,700.00
EDUCATIONAL FUNDS	\$1,852,000.00	\$1,852,000.00
EDUCATIONAL FUNDS	\$514,900.00	\$514,900.00
LAND GRANT PROJECT/ENRICHMENT FUNDS	\$475,000.00	\$883,553.00
MEDICAID	\$825,000.00	\$825,000.00
SCHOOL LAND TRUST	\$12,300.00	\$14,143.00
SCHOOL CONTRACTS	\$559,400.00	\$559,400.00
TRANSPORTATION	\$3,200,000.00	\$3,730,255.00
IDEA SCHOOL AGE	\$216,015.00	\$216,015.00
IDEA PRE-SCHOOL	\$55,784.00	\$55,784.00
BLIND LITERACY ACT	\$10,000.00	\$10,000.00
FEDERAL GRANT	\$94,500.00	\$94,500.00
LEGISLATIVE INCREASE	\$638,165.00	\$638,165.00
BABY WATCH	\$50,000.00	\$50,000.00
DEAFBLIND GRANT	\$37,500.00	\$37,500.00
MILK PROGRAM	\$3,900.00	\$3,900.00
BUILDING RENTAL	\$1,200.00	\$1,200.00
SALE OF GOODS	\$3,000.00	\$3,000.00
CLASSROOM SUPPLIES FOR EDUCATORS	\$15,500.00	\$15,500.00
ESY for SPECIAL EDUCATORS	\$39,900.00	\$39,900.00
SCHOOL NURSES	\$500.00	\$500.00
TRANSFER	\$0.00	\$0.00
DEDICATED CREDITS	\$0.00	\$0.00
USIMAC INVOICES	\$100,000.00	\$250,000.00
USIMAC OFFICE SUPPORT	\$35,000.00	\$35,000.00
	\$32,440,464.00	\$33,531,115.00
VACANCY SAVINGS Usage (EDUCATIONAL FUNDS)	\$599,100.00	\$599,100.00
FUND BALANCE Contribution (LAND GRANT PROJECT)	\$0.00	\$0.00
TOTAL 2015 REVENUE	\$33,039,564.00	\$34,130,215.00
OTHER COLLECTIONS/TRANSFERS APPROPRIATIONS	\$65,436.00	\$65,436.00
NET BALANCE	\$33,105,000.00	\$34,195,651.00

EXPENSE CATEGORIES:		% OF BUDGET
PERSONNEL	\$ 25,309,293.00	
TRAVEL	\$ 428,530.00	
CURRENT EXPENSES INCLUDING DP	\$ 8,767,823.00	
CAPITAL OUTLAYS	\$ 769,500.00	
	\$ 35,275,146.00	

If current budget for new facility does not meet bid quotes
 Backing out Contingency Funding for New Facility -\$723,000.00

(\$1,079,495.00)
(\$356,495.00)



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: The Use of Mineral Lease Funds or Other Funds to Assist LEAs to Pay for Canvas LMS in Public Schools

Background:

Canvas is a cloud-based learning management system (LMS) designed for K-12 teachers and students that connects digital tools and resources teachers use into one place. Currently, the Legislature appropriates money to Utah Institutions of Higher Education (IHE) to pay half of each IHE's subscription for Canvas. The appropriation to pay half of IHEs' Canvas subscription each year is administered through the Utah Education Network (UEN).

Key Points:

The Finance Committee will discuss whether the Board may be interested in using mineral lease funds or other money to help K-12 public schools pay half of each public school's subscription to Canvas.

Anticipated Action:

It is anticipated the Finance Committee will make a recommendation to the Board regarding funding a portion of an LEA's subscription costs for Canvas for the 2015-16 school year or 2016-17 school year.

Contact: Scott Jones, 801-538-7514
Laura Hunter, Utah Education Network, 801-581-5852



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: Budgetary Authority

Background:

The Utah State Board of Education established that the Superintendent and/or his/her designee could authorize contracts that are less than \$100,000.00.

Specific individuals in the agencies under Board governance are designated as having budgetary and signatory authority.

Key Points:

- Attached is the current policy on Contract Authority effective 10/04/2013.
- It has been requested that the Committee review the policy and give approval to sustain or revise this policy.
- The Committee will consider increasing the base contract amount for approval by the State Superintendent to \$250,000.
- The Committee will consider the risk of contracts "purposely brought under the threshold amount."
- The Finance Committee may also discuss other areas for which budgetary and signatory authority are designated.

Anticipated Action:

The Finance Committee will consider approval and recommendations to the full Board for authority and thresholds for base contract approvals and amendments to the base contract(s), and may give further direction regarding budgetary authority.

Contact: Scott Jones, Associate Superintendent, 801-538-7514

DRAFT Budgetary Authority	Utah State Office of Education Superintendent for Public Instruction	Utah State Board of Education
	Thresholds	Thresholds
CONTRACTS (signature authority)	BASE CONTRACT < or equal to \$250,000.00	BAE CONTRACT > \$250,000.00
	AMENDMENT TO BASE CONTRACT < or equal to \$100,000.00	AMENDMENT TO BASE CONTRACT >\$100,000.00
	AMENDMENT TO BASE CONTRACT DOES NOT INCREASE THE CONTRACT AMOUNT	AMENDMENT TO BASE CONTRACT EXCEEDS \$100,000.00
DISCRETIONARY FUNDS (Beginning Fiscal Year 16)	\$650,000.00 TO SUPERINTENDENT FOR PUBLIC INSTRUCTION (not for use until September Board Meeting/Approval of State Finance)	REMAINING BALANCE (not for use until September Board Meeting/Approval of State Finance)
		REVIEW OF ITEMS FOR CONSIDERATION OF CONTINUATION (YEAR TO YEAR)
		FY 16: DF001, DF002, DF005, DF007, DF008, DF010, DF011, DF012, DF013, DF014, DF015, DF018, DF022, DF024, DF025
MOVING BETWEEN LINE ITEM APPROPRIATIONS	FOLLOWS REQUIRED METHOD (BUDGETARY PROCEDURES ACT 63J-1-206) The state superintendent may transfer money appropriated for the Minimum School Program between the line items of appropriation in accordance with Section 53A-17a-105	FOLLOWS REQUIRED METHOD (BUDGETARY PROCEDURES ACT 63J-1-206) The procedures for transferring money between programs within an item of appropriation as provided by Subsection (3)(e) do not apply to money appropriated to the State Board of Education for the Minimum School Program or capital outlay programs created in Title 53A, Chapter 21, Public Education Capital Outlay Act
*Subsection (3) (e) In order for a department, agency, or institution to transfer money appropriated to it from one program to another program within a item of appropriation, the following procedure shall be followed: The department, agency or institution seeking to make the transfer shall prepare: 1) a new work program for the fiscal year involved that consists of the currently approved work program and the transfer sought to be made; and 2) a written justification for the new work program that sets for the purpose and necessity for the transfer. The Division of Finance shall process the new work program with		

**Official Policies and Procedures
of the
Utah State Board of Education**

Effective Date: 10/04/13

Page: 1 of 1

Subject: Approval of USOE, USDB and USOR Vendor Contracts

Purpose: This policy has been written to establish parameters and conditions of approval of USOE, USDB and USOR Vendor Contracts.

POLICY

Prior to final signature of vendor contracts negotiated on behalf of the Utah State Office of Education (USOE), Utah Schools for the Deaf and the Blind (USDB) or the Utah State Office of Rehabilitation (USOR), the following procedures will be followed:

- 1) If the total amount of the contract or amendment is under \$100,000 or if an amendment to the contract does not increase the total contract amount, the State Superintendent of Public Instruction or his/her designee is authorized to execute the final signature on the contract.
 - A list of contracts approved by the Superintendent will be provided to the State Board for its review during regularly scheduled State Board of Education meetings.
- 2) All contracts with total value of \$100,000 or more or for which an amendment exceeds \$100,000 in value will be presented to the State Board of Education for approval on the general consent calendar during a State Board of Education meeting. Prior to execution of the final signature on these contracts or contract amendments, State Board approval is required.
 - If at the discretion of the Superintendent, a contract under \$100,000 would bring up issues that the Board of Education needs to consider, this contract shall be listed for Board approval with contracts exceeding \$100,000.
 - All related-party contracts of any denomination are subject to approval of the Board.
- 3) On a monthly basis, the State Board of Education will be provided, during regularly scheduled State Board meetings, a list of all contracts expiring within the next six months.

List of Discretionary Funds Approved for FY 2015
A33, A44, 043, 044 Funds
FY 2015

					Initial	Remaining
					Statewide	\$ 1,987,296.00
					Fed Min Lease	\$ 1,817,561.00
					Land Exchange	\$ -
					Total	\$ 3,804,857.00
						\$ 1,145,353.50
ID	Recipient	Approved State	Approved Fed Min Lease	Approved Land Exchange	Expended	Remaining
DF001	Projects/Memberships - SSFP Assoc Supt	\$48,000.00			\$48,000.00	\$0.00
DF002	Projects/Memberships - Deputy Supt Utah Futures - \$27,500.00	\$40,000.00			\$27,300.00	\$12,700.00
DF003	USOE Internal Professional Development	\$1,500.00			\$0.00	\$1,500.00
DF004	College and Career Readiness Program Pilot		\$120,000.00		\$120,000.00	\$0.00
DF005	USSA Professional Development	\$8,000.00			\$8,000.00	\$0.00
DF006	Student Artwork	\$500.00			\$0.00	\$500.00
DF007	Teachers-Teachers	\$143,232.50			\$143,232.40	\$0.10
DF008	Schools to Watch	\$12,000.00			\$8,842.66	\$3,157.34
DF009	State Superintendent Search	\$50,000.00			\$41,000.00	\$9,000.00
DF010	Interstate Commission for Military Children	\$3,571.00			\$3,571.00	\$0.00
DF011	Utah Teacher of the Year	\$33,000.00			\$28,139.56	\$4,860.44
DF012	CERT/CPR/AED	\$1,500.00			\$240.70	\$1,259.30
DF013	Projects - Bus & Ops Assoc Supt Computer for Internal Audit Section - \$2,476.78	\$17,000.00			\$5,836.46	\$11,163.54
DF014	Milken Blue Ribbon Panel	\$400.00			\$0.00	\$400.00
DF015	Projects/Memberships - Superintendent Remodel for Internal Audit Section - \$2,003.13	\$50,000.00			\$43,000.00	\$7,000.00
DF016	Superintendent's Discretionary Appliances for USOE Break Rooms - \$2,000.00 Remodel of CTAE & ESEA - \$40,000.00 Installation of East Side Fence - \$3,605.00 HMB System Developers - \$45,000.00 Americom - \$23,937.00 Remodel for Internal Audit Section - \$8,901.32 Purchase of Domains for USOE - \$925.00 Chris LaCombe Travel Expenses - \$1,119.78	\$250,000.00			\$75,968.57	\$174,031.43
DF017	Superintendent's Discretionary Dual Language Immersion - \$250,000.00		\$400,000.00		\$215,409.36	\$184,590.64
DF018	Employee Action Committee	\$4,500.00			\$3,029.49	\$1,470.51
DF019	Board Room Upgrade Compunet, Inc - \$162,114.40 Americom - \$7,158.00 Div of Facilities & Construction Mgmt - \$2,000.00	\$200,000.00			\$15,010.25	\$184,989.75
DF020	UEN IT Audit Reponse DCFM - \$603.13	\$200,000.00			\$201.13	\$199,798.87
DF021	Educator Effectiveness		\$450,000.00		\$217,463.63	\$232,536.37
DF022	Employee Service Awards Luncheon	\$1,300.00			\$1,040.40	\$259.60
DF023	Admin Technology/Equipment Conference Rooms Technology Upgrades - \$60,795.10	\$75,000.00			\$0.00	\$0.00
DF024	Utah Teacher's Forum	\$500.00			\$0.00	\$500.00
DF025	District Visits & Superintendents' Meetings	\$8,000.00			\$0.00	\$8,000.00
DF026	Additional Salary for Superintendent	\$33,500.00			\$0.00	\$33,500.00
DF027	Internal Auditor Position	\$100,000.00			\$2,476.78	\$97,523.22
DF028	Internal Auditor Position (supplemental funding from USDB)	\$60,000.00			\$0.00	\$60,000.00
DF029	USBE Attorney Position	\$150,000.00			\$0.00	\$150,000.00
DF030	Associate Superintendent	\$64,000.00			\$64,000.00	\$0.00
DF031	Rural Schools Conference	\$30,000.00			\$0.00	\$30,000.00
DF032	Capital Improvement Projects	\$100,000.00			\$0.00	\$100,000.00
DF033	Temporary Attorney Position	\$4,000.00			\$4,000.00	\$0.00
DF034					\$0.00	\$0.00
DF035					\$0.00	\$0.00
DF036					\$0.00	\$0.00
DF037					\$0.00	\$0.00
DF038					\$0.00	\$0.00
DF039					\$0.00	\$0.00
DF040					\$0.00	\$0.00
DF041					\$0.00	\$0.00
DF042					\$0.00	\$0.00
DF043					\$0.00	\$0.00
DF044					\$0.00	\$0.00
DF045					\$0.00	\$0.00
DF046					\$0.00	\$0.00
DF047					\$0.00	\$0.00
DF048					\$0.00	\$0.00
DF049					\$0.00	\$0.00
DF050					\$0.00	\$0.00
Totals		\$1,689,503.50	\$970,000.00	\$0.00	\$1,075,762.39	\$1,508,741.11

<u>Approps Sub-committee</u>	<u>Agency</u>	<u>Line Item</u>	<u>Programs</u>
Public Education	Minimum School Program		Kindergarten, Grades 1 - 12, Necessarily Existent Small Schools, Professional Staff, Administrative Costs, Special Education - Add-on, Special Education - Preschool, Special Education - Self-contained, Special Education - Extended School Year, Special Education - State Programs, CTE District Set-Aside, Career and Technical Education - Add-on, Class Size Reduction
		Basic School Program	Social Security and Retirement, To and From School - Pupil Transportation, Guarantee Transportation Program, Flexible Allocation - WPU Distribution, Education Jobs Fund - WPU Distribution, Local Discretionary Block Grant, Interventions for Student Success Block Grant, Quality Teaching Block Grant, Enhancement for At-Risk Students, Youth in Custody, Accelerated Learning, Highly Impacted Schools, Youth At-Risk, Adult Education, Enhancement for Accelerated Students, Concurrent Enrollment, High-Ability Student Initiative, English Language Learner Family Literacy Centers, Electronic High School, School LAND Trust Program, Charter School Local Replacement, Charter School Administration, K-3 Reading Improvement, Public Education Job Enhancement
		Related to Basic School Programs	
	School Building Programs	Voted and Board Local Levy Programs	...
	State Board of Education	School Building Programs	...
		State Office of Education	...
		USOE - Initiative Programs	...
		State Charter School Board	...
		Utah Charter School Finance Authority	...
		Educator Licensing	...
		Child Nutrition	...
		Fine Arts Outreach	...
		Education Contracts	...
		Utah Schools for the Deaf and the Blind	...
		Science Outreach	...
		USDB - Institutional Council	...
		School and Institutional Trust Fund Office	...
		Child Nutrition Program Commodities Fund	...
		Utah Community Center for the Deaf Fund	...
		Charter School Revolving Account	...
		School Building Revolving Account	...
		Education Tax Check-off Lease Refunding	...
		Schools for the Deaf and the Blind Donaton Fund	...
		Utah Public Education Foundation	...
	Restricted Account Transfers - PED	Restricted Account Transfers - PED	...
Social Services	USOR	State Office of Rehabilitation	Executive Director Blind and Visually Impaired Rehabilitation Services Disability Determination Deaf and Hard of Hearing
		Individuals with Visual Disability Fund	Individuals with Visual Disability Fund
		Individuals with Visual Impairment Vendor Fund	Individuals with Visual Impairment Vendor Fund



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: USOR Required Reports to the Legislative Fiscal Analyst

Background:

The Legislature intends the Utah State Office of Rehabilitation (USOR), in conjunction with the Utah State Office of Education (USOE) and the Utah State Board of Education (USBE), will provide to the Office of the Legislative Fiscal Analyst no later than September 1, 2015:

- 1) A report on the USOR fiscal status for the recently completed Fiscal Year 15, including identification of one-time funding sources used to pay for ongoing services.
- 2) A projection of the USOR fiscal status for State Fiscal Year 2016, including any anticipated uses of one-time funding sources to pay for ongoing services.
- 3) A projection of the USOR anticipated fiscal status for State Fiscal Year 2017, including any anticipated use of one-time funding sources to pay for ongoing services.
- 4) Any anticipated reductions in paid client services for 2015, 2016, or 2017.
- 5) The status of paid client services and numbers affected by reductions, if any.
- 6) The status of the order of selection waiting list and estimated numbers affected, if any.
- 7) The status of federal Maintenance of Effort and its effect on state liability.
- 8) Recommendations regarding the organizational placement of USOR and its subunits in order to provide proper oversight, management and support.
- 9) The history and current status of the Individuals with Visual Impairment Fund.

Key Points:

- Items 1-7 and 9 are achievable and generated by USOR.
- USOR can provide a read ahead to the Board of the submissions for items 1-7 and 9 for review and approval during the August Board meeting.
- Further guidance and action is respectfully requested from the Board specific to their requirements and information for Item #8 during the May Board meeting.

Anticipated Action:

Informational with understanding of possible actions as required by the USBE in order to ensure that the USBE has sufficient information to make an informed decision on the recommended course of action for the organizational placement of USOR.

Contact: Scott Jones, Associate Superintendent, 801-538-7514



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

INFORMATION: Review of Utah State Office of Rehabilitation Legislative Requirements

Background:

The Utah State Office of Rehabilitation (USOR) is required to ensure that the Utah State Board of Education reviews all legislative requirements of USOR and approves the information and/or data prior to USOR's submission to meet the requirements.

Key Points:

USOR will provide information regarding the intent language for bills that require USOR to provide information or data, and the required dates of submission of that data to the legislature. The information will facilitate tracking of the dates that USOR deliverables are due to the legislature.

Anticipated Action:

The Committee will receive the information and may give further guidance and direction.

Contact: Scott Jones, Associate Superintendent, 801-538-7514

The Legislature intends that, under 63J-1-206(e), the **Utah State Office of Rehabilitation** transfer \$9,837,000 from the federal Aspire Grant between the Executive Director's Office to the newly created Aspire Grant program beginning in FY 2016.

A new appropriation unit, division, unit, and program have been created for the ASPIRE grant beginning in SFY16 as follows:

Appropriation Unit – PBF; Division – 36; Unit – 3670; Program – 67001

=====

The Legislature intends that the Departments of Workforce Services, Health, Human Services, and the **Utah State Office of Rehabilitation** prepare proposed performance measures for all new state funding or TANF federal funds for building blocks and give this information to the Office of the Legislative Fiscal Analyst by **June 30, 2015**. At a minimum the proposed measures should include those presented to the Subcommittee during the requests for funding. If the same measures are not included, a detailed explanation as to why should be included.

Utah State Office of Rehabilitation, Building Block Performance Measures
2/10/15

\$6,300,000 Supplemental One-Time Request

1. Continue to provide paid services to 14,000 eligible clients with an existing Individualized Plan for Employment without interruption through June 30, 2015.
2. Provide diagnostic and assessment services, as needed, to 2,300 expected new applicants to determine eligibility for the VR program and Order of Selection category (per regulatory requirement) through June 30, 2015
3. Achieve a total of 3,100 successful rehabilitation outcomes (employment for a minimum of 90 consecutive days) for the federal fiscal year ending September 30, 2015.
4. Utilize 100% of supplemental allocation to direct client services.

\$500,000 Ongoing IL Assistive Technology Request (Requested as ongoing – appropriated as one-time)

1. Total number of consumers provided services will exceed previous year (216)
2. Total number of assistive technology devices will exceed previous year (257)

\$275,000 Ongoing Independent Living Services Request (Requested as ongoing – appropriated as one-time)

1. Number of consumers served by IL Centers will meet or exceed previous year (target 6,678)
 2. Percentage of consumers served by IL Centers who are new consumers will meet or exceed 30% (target 1950)
 3. For consumer records closed, the percentage of consumers who achieved all planned goals will meet or exceed 15% (target 372)
- =====

The Legislature intends the departments of Health, Human Services, and Workforce Services and the **Utah State Office of Rehabilitation** provide to the Office of the Legislative Fiscal Analyst by **June 1, 2015** a report outlining how funds are distributed within the state when passed through to local government entities or allocated to various regions and how often these distributions are reviewed and altered to reflect the relevant factors associated with the programs.

(1) Is the program considered a statewide program (this would include something that serves all rural areas)?

IL – This is considered a statewide program. USOR receives money for Independent Living services which it passes through to Independent Living Centers (ILCs).

VR – The Vocational Rehabilitation (VR) program administered through the Utah State Office of Rehabilitation (USOR) is considered a statewide program. The program does not “pass through” money. USOR administers the program directly.

a. Is the implementation of the program really statewide? If not, is there a compelling reason why?

IL – There are 6 ILCs spread across Utah (locations include Logan, Ogden, Salt Lake, Provo, Price, and St. George). The program is considered to provide services statewide.

VR – The VR program is implemented statewide. VR services are available to eligible individuals in all political subdivisions of the State (CFR 361.25).

(2) Who gets the money (by county)?

IL – Money is distributed by formula to regions. The regions cover particular counties across the State.

VR – USOR distributes VR program funds to 10 district offices under the Division of Rehabilitation Services (DRS) and 1 district (which covers the entire State) under the Division of Services for the Blind and Visually Impaired (DSBVI). At the beginning of each budget year, USOR uses a formula allocation as the methodology to initially distribute VR program funds throughout the State to regional districts. The criteria for USOR’s formula allocation is based on regional service needs and program performance accountability. Specifically, the formula equally weighs the total number of individuals served and the total number of successful employed individuals for the previous federal fiscal year in each district. However, this regional distribution is just a starting point to help with budgeting projections and to project performance expectations. Throughout the year as necessary USOR makes allocation adjustments to redistribute funding to meet regional needs and to ensure VR program resources are available on an equal basis to all eligible individuals without disruption. All clients throughout the State receive equal access to all VR services as long as USOR has funds in any available budget.

(3) What is the methodology for distributing the money?

IL – The formula for distributing the money is based, in part, on population. The formula is: fifty percent of the total funds are divided evenly between Utah’s six existing ILCs. Thirty percent of remaining funds are distributed according to the percent of the State population in each ILC’s service area (based on the most recent U.S. census data). Twenty percent of the remaining amount is distributed according to the percent of geographic area of each ILC’s service area in relationship to the total square miles of the State. Population figures used in the calculation are updated every 3 or 4 years or more often if requested by the ILCs.

VR – In accordance with federal regulation governing the State VR program, USOR must assure funds are used on a statewide basis in order to provide necessary and appropriate services to

eligible individuals (CFR 361.25). Statute does not include specific regulatory language regarding the method for distribution and regional allocation of program funds.

a. How does the distribution compare to actual need as expressed by population? [If distributions are not reflecting current need (as represented by population), please explain why not?]

IL – The distribution formula is the best way of ensuring equal distribution across all populations across the entire State.

VR – See above.

b. If not done by population, what is the reason?

IL – The ILCs feel that the current formula strikes a balance between population and other factors which affect service delivery.

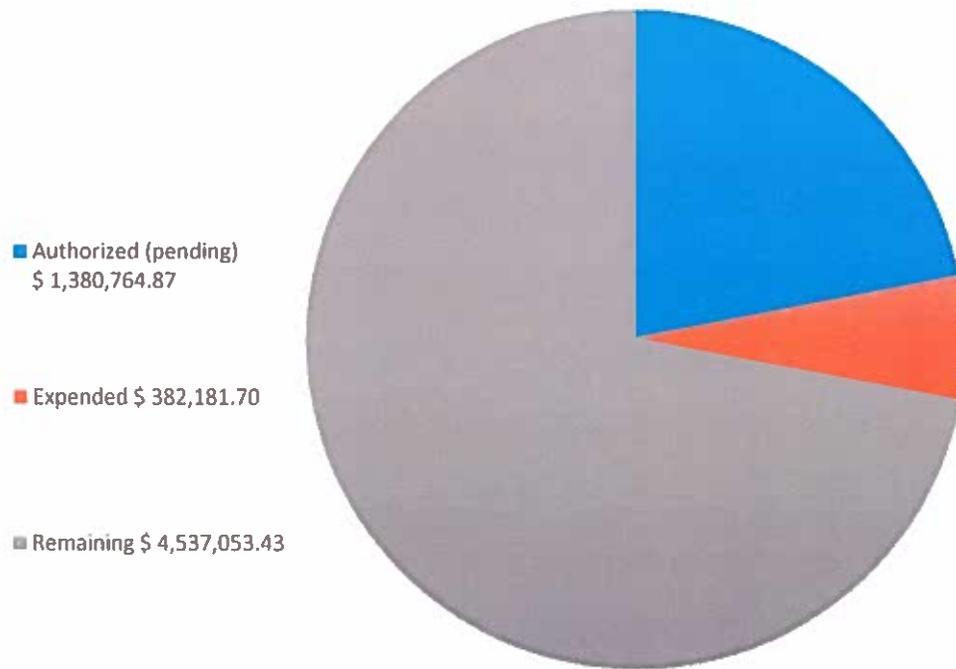
VR – VR uses a formula for planning purposes only and continually readjusts funding statewide; therefore, past performance is used in the formula rather than population.

(4) Does statute say anything about distribution and equity for the program?

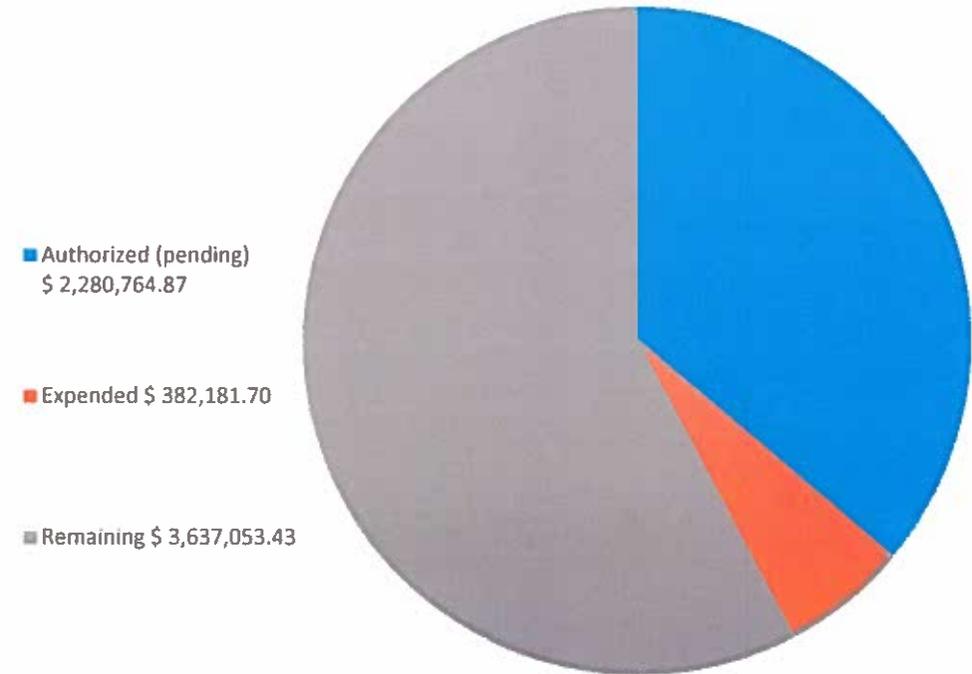
IL – USOR could not obtain any statute or code that provides explicit distribution and/or equity directions or guidance.

VR – See above.

SFY 2015 6.3 Million Supplemental Appropriation USOR



Actual as of 06/05/15



Estimated through 06/30/15*

- ✓ Money from this allocation has been authorized/expended for paid client services only
- ✓ As of 6/5/15 a total of 5,454 authorizations had been issued from this funding
- ✓ As of 6/5/15 a total of 2,913 different individuals had received authorizations for services from this funding
- ✓ As of 6/5/15 the highest total dollar amount authorized was in the category of (1) educational assistance followed by (2) job coaching and job search assistance (3) restoration services and (4) assessment services,
- ✓ *Uses estimated weekly spending of \$225,000 added to authorized amount only.

State funding for IL Program services/Fed. Funding for IL Program services

(1) Is the program considered a statewide program (this would include something that serves all rural areas)?

a. Is the implementation of the program really statewide? If not, is there a compelling reason why?

Yes. USOR receives money for the Independent Living services which it passes through to Independent Living Centers (ILCs). There are 6 ILCs spread across Utah (locations include Logan, Ogden, Salt Lake, Provo, Price and St. George, along with 8 branch offices. The program is considered to provide services statewide.

Please respond "Yes" or "No"

If "No" in the previous cell, explain why

(2) Who gets the money (by county)? [or other appropriate breakout like service area, group covering a certain geographic area, etc.]

	Current Funding	current funding %
Options for Independence serves Cache, Rich, and Box Elder Counties	\$640,278	14.92%
Roads to Independence serves Weber, Morgan, and Davis Counties	\$606,461	14.13%
Utah Independent Living Center serves Salt Lake, Tooele, and Summit Counties	\$1,017,978	23.72%
Ability 1st Utah serves Utah, Wasatch, Sanpete, and Juab Counties	\$594,671	13.86%
Active ReEntry serves Carbon, Duchesne, Uintah, Daggett, Emery, Grand, and San Juan Counties	\$741,776	17.29%
Red Rock Center for Independence serves Millard, Servier, Beaver, Piute, Wayne, Iron, Garfield, Washington, and Kane Counties	\$689,984	16.08%
	\$4,291,148	100.00%

(3) What is the methodology for distributing the money?

Independent Living Centers receive two types of Federal Money, money from the Rehabilitation Act and grant monies to serve Older Blind individuals in rural areas. The Older Blind Grant is divided equally between 3 rural centers (Options for Independence, Active ReEntry and Red Rock Center for Independence). Money from the Rehabilitation Act is divided by formula. The formula for distributing the money is based, in part, on population. The formula is: fifty percent of the total funds are divided evenly between Utah's six existing ILCs*, thirty percent of the total funds are distributed according to the percent of the State population in each ILC's service area (based on the most recent census data) and twenty percent of the total funds is distributed according to the percent of geographic area of each ILC's service area in relationship to the total square miles of the state. Population figures used in the calculation are updated every 3 or 4 years or more often if requested by the ILCs. *Money that has been received since 2001 follows a formula which includes only the 4 IL Centers that existed at that time. Increases received since 2001 follow the formula which includes 6 centers.

a. How does the distribution compare to actual need as expressed by population?

Population data annual estimates of Utah's Resident Population: July 2013 Source: U.S. Census Bureau, Population Division

	Population	Population %	Current Funding	Current funding %	funding based on population %	difference
Options for Independence serves Cache, Rich, and Box Elder Counties	169,991	5.86%	\$640,278	14.92%	251,461	388,817
Roads to Independence serves Weber, Morgan, and Davis Counties	570,786	19.68%	\$606,461	14.13%	844,342	-237,881
Utah Independent Living Center serves Salt Lake, Tooele, and Summit Counties	1,178,969	40.64%	\$1,017,978	23.72%	1,744,003	-726,025
Ability 1st Utah serves Utah, Wasatch, Sanpete, and Juab Counties	616,913	21.27%	\$594,671	13.86%	912,576	-317,905
Active ReEntry serves Carbon, Duchesne, Uintah, Daggett, Emery, Grand, and San Juan Counties	113,060	3.90%	\$741,776	17.29%	167,245	574,531
Red Rock Center for Independence serves Millard, Servier, Beaver, Piute, Wayne, Iron, Garfield, Washington, and Kane Counties	251,153	8.66%	\$689,984	16.08%	371,521	318,463
	2,900,872	100.00%	\$4,291,148	100.00%	4,291,148	

(4) Does statute say anything about distribution and equity for the program?

No
USOR could not obtain any statute or code that provides explicit distribution and/or equity directions or guidance.

Please respond "Yes" or "No"

If "Yes" in the previous cell, give a brief explanation of what the law indicates as well as a reference to that law

State funding for the VR Program

(1) Is the program considered a statewide program (this would include something that serves all rural areas)?

a. Is the implementation of the program really statewide? If not, is there a compelling reason why?

The VR program is implemented statewide. VR services are available to eligible individuals in all political subdivisions of the State (CFR 361.25).

Please respond "Yes" or "No"

If "No" in the previous cell, explain why

(2) Who gets the money (by county)? [or other appropriate breakout like service area, group covering a certain geographic area, etc.]

	2014 Expenditures	% of Expenditures
Northern District serves Box Elder, Cache and Rich counties	1,306,900.00	8.28%
Ogden and Davis Districts serve Morgan, Weber and Davis counties	2,629,591.73	16.67%
Downtown, Valley West and South Valley Districts serve Salt Lake, Summit, Wasatch and Tooele counties	5,192,300.46	32.93%
Provo and Central Districts serve Utah, Sevier, Juab, Millar, Sanpete, Piute and Wayne counties	2,963,756.48	18.79%
Eastern Utah District serves Carbon, Dagget, Duchesne, Grand, Emery, San Juan and Uintah counties	2,180,851.77	13.82%
Southern Utah District serves Beaver, Garfield, Kane, Iron and Washington counties	1,498,377.87	9.51%
	15,771,778.31	100.00%

(3) What is the methodology for distributing the money?

USOR distributes VR program funds to 10 district offices under the Division of Rehabilitation Services (DRS) and 1 district (which covers the entire State) under the Division of Services for the Blind and Visually Impaired (DSBVI). At the beginning of each budget year, USOR uses a formula allocation as the methodology to initially distribute VR program funds throughout the State to regional districts. However, this regional distribution is just a starting point to help with budgeting projections and to project performance expectations. Throughout the year as necessary USOR makes allocation adjustments to redistribute funding to meet regional needs and to ensure VR program resources are available on an equal basis to all eligible individuals without disruption. All clients throughout the State receive equal access to all VR services as long as USOR has funds in any available budget therefore the figures listed represent actual Federal Fiscal Year 2014 expenditures for the districts. Because service areas/districts do not align with counties some districts are grouped together here so that county population can be used for comparison. *The DSBVI District is not represented because it serves the entire state rather than just certain counties. As a comparison to other districts the DSBVI district spent \$939,064.13 of 2014 funds which represents 5.62% of the total client paid service expenditures for that year.

a. How does the distribution compare to actual need as expressed by population?

Population data annual estimates of July 2013 Source: U.S. Census Bureau, Population Division

	Population	Population %	Current Funding	Current funding %	funding based on population %	difference
Northern District serves Box Elder, Cache and Rich counties	169,991.00	5.86%	\$ 1,306,900.00	8.28%	\$ 924,227.00	\$ 382,673.00
Ogden and Davis Districts serve Morgan, Weber and Davis counties	570,786.00	19.68%	\$ 2,629,591.73	16.67%	\$ 3,103,883.00	\$ (474,291.27)
Downtown, Valley West and South Valley Districts serve Salt Lake, Summit, Wasatch and Tooele counties	1,205,406.00	41.55%	\$ 5,192,300.46	32.93%	\$ 6,553,174.00	\$ (1,360,873.54)
Provo and Central Districts serve Utah, Sevier, Juab, Millar, Sanpete, Piute and Wayne counties	628,247.00	21.66%	\$ 2,963,756.48	18.79%	\$ 3,416,168.00	\$ (452,411.52)

Eastern Utah District serves Carbon, Dagget, Duchesne, Grand, Emery, San Juan and Uintah counties	113,060.00	3.90%	\$ 2,180,851.77	13.82%	\$ 615,100.00	\$ 1,565,751.77
Southern Utah District serves Beaver, Garfield, Kane, Iron and Washington counties	213,382.00	7.35%	\$ 1,498,377.56	9.51%	\$ 1,159,226.00	\$ 339,151.56
	2,900,872.00	100.00%	\$ 15,771,778.00	100.00%	\$ 15,771,778.00	

b. If not done by population, what is the reason?

USOR distributes funds based on the needs of the eligible individuals being served in each district.

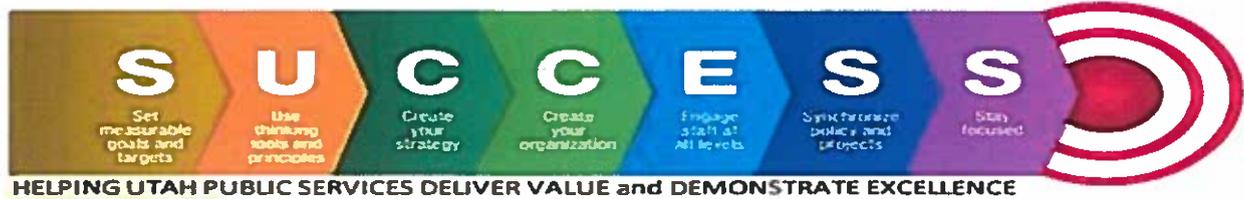
(4) Does statute say anything about distribution and equity for the program?

No

USOR could not obtain any statute or code that provides explicit distribution and/or equity directions or guidance.

Please respond "Yes" or "No"

If "Yes" in the previous cell, give a brief explanation of what the law indicates as well as a reference to that law



Utah State Office of Rehabilitation

June 12, 2015 - Project Summary

Set measurable goals and targets

- **Reduction of VR Counselor: Client Ratio**
 - Increase Rehabilitation Counseling Time
 - Improve & Increase Quality Client Outcomes
 - Improve Quality of Rehabilitation Experience
 - Decrease Average Time in Services
 - Decrease Average Cost Per Client
 - Increase Capacity Through Efficiencies

Use thinking tools and principles

- Data Analysis (Home Office)
- Client Engagement Analysis (District Management Teams)
 - Review of all open VR Cases
- Process Analysis (Core Leadership Summit)
 - Analyze Constraint Points & Process
 - Analyze Policy, Procedure, Practices
 - Analyze Habits, Myths, Lingertudes
 - Brainstorm Innovation to Overcome Constraints

Create your strategy

- Learning Collaborating Project with the University of Massachusetts-Boston
 - Technical Assistance
- Rehab Way Core Leadership Summit

Create your organization

- New USOR Leadership Team
- Rehab Way Core Leadership Summit
- 2015-16 Client Base Transformational Agenda

Engage staff at all levels

- Rehab Way Core Leadership Summit
- Leadership Listening Posts
- Possible Horizons Committee (s)
- Regular Communication on Progress

Synchronize policy and projects

- Client Service Leadership Team
- Schedule Regular Meetings
- Develop policy and practice change in support of 2015 Client Base Transformational Agenda
- Monitor Strategies, Tasks, Assignments
- Recommend Training Activities
- Report Progress

Stay focused

- New USOR Leadership Team
- Ongoing process of review, evaluation and progression in order to achieve agency goals, client satisfaction and program efficiency



2015 Client Base Size Reduction & Control Project

Opportunity Statement



- VR Counselor: Client Ratio (1:231)
- Staff Time like \$Revenue is a finite resource
- Rehabilitation Counseling IS our “Blue Light”
- Evidence Based Practice (Academic Research)
 - Single Greatest Impact on Quality Outcomes is VR Counselor/Client “Working Alliance.”
 - **Rehabilitation Counseling** (disability acceptance & adjustment, disability education & accommodation, career counseling, psycho-social, cognitive & motivational counseling) **Guidance** (goal setting, information & referral, occupational & labor market information) **Clinical Assessment** (eligibility determination, interest assessment, achievement testing, skills & abilities), **Intervention Planning** (needs assessment & search for comparable benefits, resource identification, negotiation of Individualized Plan for Employment), & **Case Management** (paid client service brokering, coordination, invoice & payment).
 - Inhibited VR Counselor/Client interaction is correlated with increased service costs, decreased quality outcomes, longer time in service & decreased client satisfaction.

Set measurable goals and targets

- **SUCCESS Project Objectives**
 - Reduction of VR Counselor: Client Ratio
 - **Increase Rehabilitation Counseling Time**
 - Improve & Increase Quality Client Outcomes
 - Improve Quality of Rehabilitation Experience
 - Decrease Average Time in Services
 - Decrease Average Cost Per Client
 - Increase Capacity Through Efficiencies



Set measurable goals and targets

1. 160 By 2016

- Average Client/VRC Ratio= 160:1 (*Vocational Rehabilitation Caseload Size and the Working Alliance: Implications for Rehabilitation Administrators; Journal of Rehabilitation Administration* Volume 34, No. 1 (5-14) Kierpiec, K. et al.)

2. 60 By 2016

- 60% of VRC work time is **Rehabilitation Counseling**
- Counseling, guidance, communication, coordination



3. 60 By 2016

- Rehabilitation Rate= 60% or higher

Use thinking tools and principles

Diagnosis: Why do we have large Client Bases?

1. Data Analysis (Home Office)

- Average time in service, average time as applicant, average time to IPE, average time in IPE, average time to placement, average time to closure.

2. Client Engagement Analysis (District Management Teams)

- Active/Inactive
- Engaged/Disengaged

3. Process Analysis (Core Leadership Retreat)

- Constraints (bottlenecks to client flow)
- Policy, practice, process, procedure
- Habits, beliefs, myths

Use thinking tools and principles

1. Data Analysis

- Findings:
 - Faster eligibility is significantly correlated with client Active Engagement and Motivation.
 - Faster IPE development is significantly correlated with Client Active Engagement and Motivation.
 - Faster eligibility and IPE development leads to increased likelihood of Client Successful Outcomes.
 - Inactive Disengagement is correlated to delayed eligibility and IPE development.
 - Human resource intensive Active Disengaged clients appear to be a function of:
 - Poor Expectation Framing,
 - Delays in eligibility and IPE development,
 - “Righting Reflex,”
 - Multiple “Cyclical Attempts.”
 - Risk Aversion to Shutting Things Down
 - Overall capacity can be improved by speeding up Eligibility and IPE Development, and by closing clients not making progress toward an IPE.

Use thinking tools and principles

2. Client Engagement Analysis

TRAJECTORY	CATEGORY	DESCRIPTI	INDICATORS	RELATIONSHIP	CAUSES	SOLUTIONS
	ACTIVE ENGAGED	PROGRESS	<ul style="list-style-type: none"> Regular/Consistent Counselor/Client Contact Client engaged in VR activities IPE evaluation criteria being achieved Annual Reviews completed Clear progress toward employment 	<p><i>How the CLIENT views it:</i></p> <p>"Knows what they want and how they can get there with our assistance."</p>	<ul style="list-style-type: none"> Client Causes: Motivated, Abivalence & Fear worked through by Engaged Counseling Relationship. Agency Causes: VRC Able to Spend Time Necessary for Counseling, Guidance, Planning, Monitoring 	<ul style="list-style-type: none"> Rehabilitation Technician: Case Management VR Counselor: Intervention when Necessary (Annual Reviews, Amendments)
	ACTIVE DISENGAGED	CYCLING	<ul style="list-style-type: none"> Inconsistent Client/Counselor Contacts Frequent Client/Counselor confrontation CAP Involvement w/o resolution Frequent Direction Change w/o progress Frequent Client Request for New VRC 	<p>"Knows what they want, but we are too incompetent to do it for them."</p>	<ul style="list-style-type: none"> Client Causes: Personality D/O, Secondary Needs, Game Playing, Mental Illness, Other. Agency Causes: VRC Turnover, Lengthy Process, Delays, Large Client Bases, Risk Avoidance 	<ul style="list-style-type: none"> Agency Client Concept VRC Support This FOR That with Exit Strategy Clear Boundaries & Expectations Avoid Risk Aversion Close Case/Cut Bait
	INACTIVE ENGAGED	STALLED	<ul style="list-style-type: none"> Frequent Contacts/No Progress Indecision/ Commitment Avoidance Cooperative but Does not Follow through Does not complete assigned tasks Focus on tangible goods w/o job nexis 	<p>"Knows what they WANT right now, but there is no focus on employment."</p>	<ul style="list-style-type: none"> Client Causes: Ambivalence, Lack of Focus, Difficulty Engaging, Lack of Self Understanding, Fear. Agency Causes: Large Client Bases, Limitations on Staff Time & Skills, Inability to Engage Fully in Counseling. 	<ul style="list-style-type: none"> Client Conceptualization BASIC-ID Stages of Change Motivational Interviewing Counseling & Guidance Close Case/Cut Bait
	INACTIVE DISENGAGED	COLD CASE	<ul style="list-style-type: none"> No Contact/No Action >6 Months No Scheduled Appointments >6 Months No Response to Letters or Calls No Payments on Services >6 Months Client Contact Information Is Bad 	None.	<ul style="list-style-type: none"> Client Causes: Client Relocation, Changes in Client Life Circumstances, They Got a Job on their Own, Became Discouraged with Process. Agency Causes: Service Delivery Delay, Process Focus, Turnover of Staff, Large Client Bases, Limited Time for Engagement in Counseling Relationship 	<ul style="list-style-type: none"> PREVENTION Through Systems Change and Improvement Reengagement Attempts Close Case/ Cut Bait

Use thinking tools and principles

3. Process Analysis (Core Leadership Retreat)

- Review Data Analysis
- Review Client Base Analysis
- Explore & Analyze Constraint Points & Process
- Explore & Analyze Policy, Procedure, Practice
- Explore & Analyze Habits, Myths, Lingertudes
- Brainstorm Innovation to Overcome Constraints

Create your strategy

- TBD @ Rehab Way Core Leadership Retreat
 - 2015 Client Base Transformational Agenda
 - 3 to 4 Strategic Columns

Create your organization

- TBD @ Rehab Way Core Leadership Retreat
 - 2015 Client Base Transformational Agenda
 - 3 to 4 Strategic Columns
 - Each Strategy Broken Down By Tasks and Deadlines
 - Each Task Assigned to Responsible Party
 - Resource Identification

Engage staff at all levels

- Rehab Way Core Leadership Retreat
 - 2015 Client Base Transformation Agenda
 - Strategies, Tasks, Assignments
- Leadership Listening Posts
- Possible Horizons Committee (s)
- Regular Communication on Progress

Synchronize policy and projects

- Client Service Leadership Team
 - Schedule Regular Meetings
 - Develop policy and practice change in support of 2015 Client Base Transformational Agenda
 - Monitor Strategies, Tasks, Assignments
 - Recommend Training Activities
 - Report Progress

Stay focused

- Ongoing process of review, evaluation and progression in order to achieve agency goals, client satisfaction and program efficiency.

Appropriation (Multiple Items)

6300 Dept of Technology Services Telecommunication Charges

Row Labels	Sum of	Sum of Amount	All DTS?	If partial DTS, how much is spending via DTS?
200	\$	1,642,426		
270	\$	935,417		
400	\$	295,363	99.9%	\$295,033
600	\$	2,854,239		
Grand Total	\$	5,727,444		

Fiscal_Year	Division	Department	Object	Sum of Amount	Unit
2014		400	6300	8612.06	3175
2014		400	6300	46457.24	3274
2014		400	6300	12569.29	3445
2014		400	6300	1983.53	3446
2014		400	6300	15241.12	3441
2014		400	6300	1001.5	4917
2014		400	6300	430.29	3177
2014		400	6300	60	4917
2014		400	6300	1407.63	3570
2014		400	6300	26267.96	3375
2014		400	6300	9279.45	3570
2014		400	6300	9859.08	3176
2014		400	6300	11979.96	3171
2014		400	6300	140369	3172
2014		400	6300	9844.42	3444

Vendor_Custo	Unit_Name	Section_Name
	3175 PED SPECIAL SUPPORT SERVICE	
	3274 PED DISABILITY DETERMINATIONS	
	3445 PED TRAINING & ADJUSTMENT SERV	
	3446 PED BUSINESS ENTERPRISES	
	3441 PED SVI ADMIN	
	4917 PED STATE VENDING MACHINES	
	3177 PED INDEPENDENT LIVING	
	4917 PED STATE VENDING MACHINES	
CenturyLink	3570 PED EXECUTIVE DIRECTOR	
	3375 PED SVCS TO THE HEARING IMPAIRED	
	3570 PED EXECUTIVE DIRECTOR	
	3176 PED FACILITIES	
	3171 PED REHAB ADMIN	
	3172 PED REHAB COUNSEL & PLACEMENT	
	3444 PED DSVH COUNSELING & PLACE	

Division_Name	Appropriation
	PBC
	PBD
	PBB
	PBB
	PBB
	PBC
	PBB
	PBA
	PBE
	PBA
	PBC
	PBC
	PBC
	PBB

USOR answers to subcommittee member questions
Submitted for Social Service Interim 6/12/15

1. Representative Ray a. (2/4/15) Quantify for FY 2014 the amount of penalties and late fees assessed due to USOR paying client school tuition and enrollment late. For example, if a USOR client's tuition was not paid on time and then was assessed a late fee and/or a penalty, what was that cumulative amount for FY 2014? By practice, who is responsible for the late fee or penalty (the client/student or USOR)?

It is the general policy of USOR to not pay late fees or other penalties assessed by training institutions. USOR has agreements with several institutions of higher learning that USOR will not be charged late fees in cases where authorizations have been submitted to a school but the school does not process or enter them in time to prevent fees.

In a case where a counselor or other USOR staff makes a mistake and there is a late fee or other penalty assessed, the counselor would first try to work with the school to see if the fee can be waived. If the school refuses to waive a fee the counselor would submit a request for payment through channels asking that an exception to the general policy be made and that USOR pay the fee because it resulted from a staff error. The counselor would then work with USOE fiscal to get approval to pay the fee. Under no circumstances would a client be expected to pay a fee that was incurred as the result of an error by a USOR staff member.

Because these fees are submitted with other school payments USOR cannot quantify an exact amount that was spent in a fiscal year without reviewing thousands of individual authorizations. We did survey staff directors however asking them to estimate for their area what they paid in the last year in fees (since they must be reviewed by a supervisor). We combined the responses and USOR believes that the total amount in late fees per year is less than \$500 for the entire agency.

USOR staff has been reminded of the above policy in a recent memo. They have also been advised to counsel clients that they are not obligated to pay any fees due to USOR error and to contact their counselor immediately if the school appears to be charging any fees so the counselor can help to resolve the charges appropriately.

USOR wishes again to express our apologies to any client who has been embarrassed, inconvenienced or made to pay a fee because of a failure on our part to deliver timely and appropriate services. We will continue to work diligently to make sure that we are doing everything in our power to correct this issue.

2. Senator Christensen a. (1/29/15) For all reported performance measures included in the 2014 General Session Base budget bill (S.B. 8), provide an explanation regarding the choice of the target and a response regarding increasing the target where actual experience was 10 percent or greater above the chosen target.

USOR has 3 performance measures identified in S.B. 8. For two measures USOR's actual experience was not 10 percent or greater above the chosen target. The third performance measure reads "(3) Deaf and 1097 Hard of Hearing - Increase in the number of individuals served by Division of Services for the Deaf and Hard of Hearing programs (Target = 7,144). Actual number served was 8689 which is more than 10 percent greater than the target. USOR provides the following explanation:

USOR chooses the 'total number served' for the DSDHH programs because we believe it is a reflection of all the programs operating within DSDHH. USOR chose the target of 7,144 because it was close to the number served in the previous year and in the two years prior the increase in the number of individuals served was below 5% per year therefore USOR believed the target to be appropriate. However, the Utah State Legislature granted USOR one-time funding to do outreach to rural consumers who were hard of hearing that year. It appears that when setting the goal USOR did not account for the number of clients who would be served with the new one-time money and therefore the numbers served were higher than expected. Because the money was one-time USOR does not believe that new targets should match the actual for that one year. It is likely numbers served will drop as the one-time funding was not renewed. However, in the future USOR will try to make sure that increases that might be possible from additional funds received are more accurately reflected in chosen performance targets.

Jones, Scott

From: Jennifer Roth <jenroth@utah.gov>
Sent: Friday, June 5, 2015 6:53 PM
To: Russell Frandsen
Cc: Jones, Scott; Cummings, Stacey; Aaron Thompson; Stephen Jardine
Subject: Re: Any feedback? FW: Please review by 5 p.m. 6/4/15
Attachments: Appropriations - by Bill.xlsx

Russell,

As I look through the color coded portions of this document, it appears correct to me. However, as we get further into the information, particularly the "Recommendations of the Appropriations Subcommittee for Social Services" pages, the totals for USOR don't seem to agree with USOR's appropriations from the bills and I'm not sure where the numbers are coming from. I've attached a spreadsheet of what I've pulled from the bills. If you need additional information from me, please let me know. Otherwise, I would like to know why our amounts aren't agreeing to the records within your attachment. Also, just for clarification, on my spreadsheet I add back in the revenue transfer so that we can budget for both the revenue and expenses associated with our indirect costs.

Thanks,
Jennifer Roth
(801) 538-7746

On Fri, Jun 5, 2015 at 7:23 AM, Russell Frandsen <rfrandsen@le.utah.gov> wrote:

Human Services & USOR,

Do you have any feedback on the attached report as per the request below? If yes, please provide ASAP today, thanks!

From: Russell Frandsen
Sent: Wednesday, May 27, 2015 3:11 PM
To: Ann Williamson; Jennifer Evans; Jennifer Roth; Jessica Irwin; Lana Stohl; 'mbrasher@utah.gov'; Michael Hales (MTHALES@utah.gov); Nathan Winters; Scott Jones (scott.jones@schools.utah.gov); Angela Cristaudo; Dave Rabiger; David Patton; Robert Rolfs Jr (rrolfs@utah.gov); Shari Watkins; Sheila Walsh-mcdonald; Casey Cameron (caseycameron@utah.gov); 'Dan Schuring' (dschuring@utah.gov); Greg Paras; 'JPIERPO@utah.gov' (JPIERPO@utah.gov); kbounous@utah.gov; Nathan Harrison
Cc: Stephen Jardine
Subject: Please review by 5 p.m. 6/4/15

Health, Human Services, Workforce Services, & USOR,

Good afternoon! Attached is a document that will go to the Social Services Appropriations Subcommittee at its June meeting (tentatively scheduled for 6/12). The document is a comparison of how the recommendations from the Subcommittee compare to final Legislative action (**green** = accepted, **yellow** = modified, **red** = rejected, and no highlight = funding items not funded). Please provide any feedback or corrections by 5 p.m. Thursday, June 4th. You may find the documents posted under the Executive Appropriations Committee helpful to use as a double check <http://le.utah.gov/asp/lfa/lfareports.asp?com=APPexe>. There are several pages at the end of the document with miscellaneous motions passed that were not considered by the Subcommittee.

Thanks for your ongoing help.

SFY16	Item 32			Item 82	Item 255	Item 78	Add revenue transfers		Grand Total
	SB7	SB2	SB3	HB8	HB8	SB8	Total	back in - from SB2	
PBA	12,683,100.00	(262,200.00)	(9,837,000.00)	93,200.00	1,600.00	38,900.00	2,717,600.00	126,200.00	2,843,800.00
PBB	6,258,000.00	(101,300.00)		119,000.00	2,200.00	36,500.00	6,314,400.00	101,300.00	6,415,700.00
PBC	46,733,100.00	(53,500.00)		743,000.00	13,300.00	192,500.00	47,628,400.00	828,500.00	48,456,900.00
PBD	12,366,700.00	(637,900.00)		218,400.00	3,100.00	52,800.00	12,003,100.00	637,900.00	12,641,000.00
PBE	2,866,100.00	(80,800.00)		93,000.00	1,600.00	23,400.00	2,903,300.00	80,800.00	2,984,100.00
PBF			9,837,000.00				9,837,000.00	136,000.00	9,973,000.00
	80,907,000.00	(1,135,700.00)	-	1,266,600.00	21,800.00	344,100.00	81,403,800.00	1,910,700.00	83,314,500.00
General	272,700.00					1,000.00	273,700.00		273,700.00
General - 1x							-		-
Education	20,660,300.00			338,900.00	6,500.00	105,700.00	21,111,400.00		21,111,400.00
Education - 1x		775,000.00		92,600.00			867,600.00		867,600.00
Federal	59,174,000.00			822,400.00	15,100.00	230,900.00	60,242,400.00		60,242,400.00
Dedicated	800,000.00			12,700.00	200.00	6,500.00	819,400.00		819,400.00
Rev Xfers		(1,910,700.00)					(1,910,700.00)	1,910,700.00	-
	80,907,000.00	(1,135,700.00)	-	1,266,600.00	21,800.00	344,100.00	81,403,800.00	1,910,700.00	83,314,500.00

SFY15	HB3	
PBA	6,124,000.00	
PBB	(106,600.00)	
PBC	5,427,900.00	
PBD	(671,500.00)	
PBE	(85,000.00)	
PBF		
	10,688,800.00	
	6,400,000.00	ASPIRE
	6,300,000.00	Supplemental
	(2,011,200.00)	Indirect Costs - Revenue Transfers
	10,688,800.00	



UTAH STATE BOARD OF EDUCATION

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Brad C. Smith, Chief Executive Officer
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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

INFORMATION: Interim Budget and Status of Funds Report for the Utah State Office of Rehabilitation (USOR)

Background:

In the April Board meeting, USOR staff provided a USOR budget summary for SFY15 through March 31, 2015 and a paid client services tracker report. The Board has requested a monthly update of these reports during the transitional period of the USOR.

Key Points:

- Status on the \$6.3 million supplemental for client services will be presented.
- Status of funds for the overall USOR budget period ending May 31, 2015 will be presented.

Updated reports will be distributed to the Committee at the meeting.

Anticipated Action:

No anticipated action; interim report.

Contact: Scott Jones, Associate Superintendent, 801-538-7514



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: USOE Fiscal Year End Close (YEC) Update

Background:

USOE is currently conducting Year End Close (YEC) Operations for Fiscal Year 15.

Key Points:

- There has been serious systemic failures on the part of USOE to conduct proper YEC for an excessive number of years resulting in violation of the basic accounting principle of matching.
- Lack of internal controls and documented standard operating procedures for YEC are in progress but not readily available for this YEC.
- The number one priority is to ensure year end receivables and unearned revenue are in compliance with State Finance's requirements and GAAP (Generally Accepted Accounting Principles)

Anticipated Action:

The Finance Committee will receive information with the understanding there may be possible actions required by the Board.

Contact: Scott Jones, Associate Superintendent, 801-538-7514

TO: Utah State Board of Education

FROM: Brad Smith, State Superintendent of Public Instruction

DATE: June 8, 2015

SUBJECT: Fiscal Year 15 Year End Close Issue, Discussion, and Recommendation (IDR)

Background: USOE is currently undergoing Fiscal Year 15 Year End Close processes and procedures. An Internal Auditor's Report (Report No. 2015-06) identified serious risks and shortcomings with USOE Year End Close processes and procedures. The overriding concern is the violation of the basic accounting principle known as Matching.

Issue: USOE currently has \$957,893.27 of expenses requiring offset.

Discussion: This is a near term solution to a complex problem. As indicated in the internal audit the tendency in years past was to, "zero," out and not necessarily apply the matching principle to revenues and expenses. Since these particular transactions were never, "matched," it now takes use of current revenue or fund sources to offset or properly process and close out the transactions. There are available funds to meet this requirement. There is ~\$1.5M of Discretionary Funds that, to my current understanding, are not committed to any near term projects or projects scheduled for completion. This amount is made up of a portion of state funds and Federal Mineral Lease (Funds). There is \$290,109.72 of revenue from Building Sale Proceeds available that date back to 2001. There is unused legislative appropriation in the amount of \$76,325.23 for MGT audit and studies. These two sources, combined total \$366,434.95.

Recommendation: The Associate Superintendent for Business and Operations recommends USBE approval to offset the \$957,893.27 with a combination of the available funds in the Discretionary Funds and applying both the Building Sale Proceeds and the MGT audit and studies remaining appropriation. Applying the Building Sale Proceeds and the MGT audit and studies remaining appropriation reduces the \$957,893.27 to \$591,458.32. This amount then is met by using state funds from the Discretionary Funds effectively reducing the amount of non-committed Discretionary Funds, to date, to ~\$1.0M.

Please direct questions to Associate Superintendent Scott Jones at 801-538-7415 or scott.jones@schools.utah.gov

List of Discretionary Funds Approved for FY 2015
A33, A44, 043, 044 Funds
FY 2015

	Initial	Remaining
Statewide	\$ 1,987,296.00	\$297,792.50
Fed Min Lease	\$ 1,817,561.00	\$847,561.00
Land Exchange	\$ -	\$0.00
Total	\$ 3,804,857.00	\$1,145,353.50

ID	Recipient	Approved State	Approved Fed Min Lease	Approved Land Exchange	Expended	Remaining
DF001	Projects/Memberships - SSFP Assoc Supt	\$48,000.00			\$48,000.00	\$0.00
DF002	Projects/Memberships - Deputy Supt Utah Futures - \$27,500.00	\$40,000.00			\$27,300.00	\$12,700.00
DF003	USOE Internal Professional Development	\$1,500.00			\$0.00	\$1,500.00
DF004	College and Career Readiness Program Pilot		\$120,000.00		\$120,000.00	\$0.00
DF005	USSA Professional Development	\$8,000.00			\$8,000.00	\$0.00
DF006	Student Artwork	\$500.00			\$0.00	\$500.00
DF007	Teachers-Teachers	\$143,232.50			\$143,232.40	\$0.10
DF008	Schools to Watch	\$12,000.00			\$8,842.66	\$3,157.34
DF009	State Superintendent Search	\$50,000.00			\$41,000.00	\$9,000.00
DF010	Interstate Commission for Military Children	\$3,571.00			\$3,571.00	\$0.00
DF011	Utah Teacher of the Year	\$33,000.00			\$28,139.56	\$4,860.44
DF012	CERT/CPRA/ED	\$1,500.00			\$240.70	\$1,259.30
DF013	Projects - Bus & Ops Assoc Supt Computer for Internal Audit Section - \$2,476.78	\$17,000.00			\$5,836.46	\$11,163.54
DF014	Milken Blue Ribbon Panel	\$400.00			\$0.00	\$400.00
DF015	Projects/Memberships - Superintendent Remodel for Internal Audit Section - \$2,003.13	\$50,000.00			\$43,000.00	\$7,000.00
DF016	Superintendent's Discretionary Appliances for USOE Break Rooms - \$2,000.00 Remodel of CTAE & ESEA - \$40,000.00 Installation of East Side Fence - \$3,605.00 HMB System Developers - \$45,000.00 Americom - \$23,937.00 Remodel for Internal Audit Section - \$8,901.32 Purchase of Domains for USOE - \$925.00 Chris LaCombe Travel Expenses - \$1,119.78	\$250,000.00			\$75,968.57	\$174,031.43
DF017	Superintendent's Discretionary Dual Language Immersion - \$250,000.00		\$400,000.00		\$215,409.36	\$184,590.64
DF018	Employee Action Committee	\$4,500.00			\$3,029.49	\$1,470.51
DF019	Board Room Upgrade Compunet, Inc - \$162,114.40 Americom - \$7,158.00 Div of Facilities & Construction Mgmt - \$2,000.00	\$200,000.00			\$15,010.25	\$184,989.75
DF020	UEN IT Audit Reponse DCFM - \$603.13	\$200,000.00			\$201.13	\$199,798.87
DF021	Educator Effectiveness		\$450,000.00		\$217,463.63	\$232,536.37
DF022	Employee Service Awards Luncheon	\$1,300.00			\$1,040.40	\$259.60
DF023	Admin Technology/Equipment Conference Rooms Technology Upgrades - \$60,795.10	\$75,000.00			\$0.00	\$0.00
DF024	Utah Teacher's Forum	\$500.00			\$0.00	\$500.00
DF025	District Visits & Superintendents' Meetings	\$8,000.00			\$0.00	\$8,000.00
DF026	Additional Salary for Superintendent	\$33,500.00			\$0.00	\$33,500.00
DF027	Internal Auditor Position	\$100,000.00			\$2,476.78	\$97,523.22
DF028	Internal Auditor Position (supplemental funding from USDB)	\$60,000.00			\$0.00	\$60,000.00
DF029	USB E Attorney Position	\$150,000.00			\$0.00	\$150,000.00
DF030	Associate Superintendent	\$64,000.00			\$64,000.00	\$0.00
DF031	Rural Schools Conference	\$30,000.00			\$0.00	\$30,000.00
DF032	Capital Improvement Projects	\$100,000.00			\$0.00	\$100,000.00
DF033	Temporary Attorney Position	\$4,000.00			\$4,000.00	\$0.00
DF034					\$0.00	\$0.00
DF035					\$0.00	\$0.00
DF036					\$0.00	\$0.00
DF037					\$0.00	\$0.00
DF038					\$0.00	\$0.00
DF039					\$0.00	\$0.00
DF040					\$0.00	\$0.00
DF041					\$0.00	\$0.00
DF042					\$0.00	\$0.00
DF043					\$0.00	\$0.00
DF044					\$0.00	\$0.00
DF045					\$0.00	\$0.00
DF046					\$0.00	\$0.00
DF047					\$0.00	\$0.00
DF048					\$0.00	\$0.00
DF049					\$0.00	\$0.00
DF050					\$0.00	\$0.00
Totals		\$1,689,503.50	\$970,000.00	\$0.00	\$1,075,762.39	\$1,508,741.11



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

INFORMATION: FY2016 USOE\USOR Indirect Cost Pool Update

Background:

The Internal Auditor for the Utah State Board of Education recommended that the Utah State Office of Education change the way the Indirect Cost Rates were calculated in an audit presented to the Audit Committee of the Utah State Board of Education on February 19, 2015. Historically, the Utah State Office of Education calculated the Indirect Cost Rates and entered into an agreement with the U.S. Department of Education using a restricted rate as prescribed by them.

For the 2016 indirect cost plan, USOE Internal Accounting has begun the process of developing one indirect cost pool and rate for the Utah State Office of Education and one for the Utah State Office of Rehabilitation. This is consistent with the recommendation from the Internal Auditor that USOE should use the multiple allocation base method. Initial discussions have begun with the U.S. Department of Education concerning this revision to the FY 16 Indirect Cost Plan.

Key Points:

The Indirect Cost Rate Proposal update will be presented to the Finance Committee for discussion during the June Board Meeting.

Anticipated Action:

No anticipated action; interim report.

Contact: Scott Jones, Associate Superintendent, 801-538-7514
Brian Ipson, Internal Accounting Director, 801-538-7627



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

INFORMATION: Finance Committee Requests for Data

Background:

As an ongoing monthly item for the Finance Committee, an item will be included on the agenda for members of the committee to be able to request staff to provide data or analysis of financial issues under the oversight of the Board.

Key Points:

The Finance Committee will have the opportunity to discuss requests for data and analysis as well as realistic timelines for prioritizing and completing such requests.

Anticipated Action:

The Committee will take action to provide data requests to Associate Superintendent Jones for review in future committee meetings.

Contact: Scott Jones, Associate Superintendent, 801-538-7514

**Utah State Board of Education
Law and Licensing Committee**

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Law and Licensing Committee - North Board Room

Time for public comment may be provided prior to each item

ACTION: Conceptual Draft - R277-533 *Educator Effectiveness Component Requirements* Tab 4-L

ACTION: R277-700 *The Elementary and Secondary School Core Curriculum (Amendment and Continuation)* Tab 4-M

Time Certain 6:30

DISCUSSION: House Bill 197 *Education Licensing Amendments (2015 Legislative Session)* Tab 4-N

ACTION: R277-099 *Definitions for Utah State Board of Education (Board) Rules (New)* Tab 4-O

ACTION: R277-477 *Distribution of Funds from the Interest and Dividend Account and Administration of the School LAND Trust Program (Amendment and Continuation)* Tab 4-P

ACTION: R277-491 *School Community Councils (Amendment and Continuation)* Tab 4-Q

DISCUSSION: Utah Statute, Board Rules and Policies in regard to the Statewide Online Education Program Tab 4-R

ACTION: R277-602 *Special Needs Scholarships - Funding and Procedures (Amendment and Continuation)* Tab 4-S

ACTION: R280-203 *Certification Requirements for Interpreters/ Transliterators for the Hearing Impaired (Amendment)* Tab 4-T

ACTION: R277-606 *Public School Student Dropout Recovery (New)* Tab 4-U

ACTION: Changes to USBE Bylaws Tab 4-V

DISCUSSION: Update of USOE Progress on S.B. 235 *Education Modifications* Tab 4-W



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Brad C. Smith, Chief Executive Officer
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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18–19, 2015

ACTION: R277-533 *Educator Effectiveness Component Requirements (New)*

Background:

Districts are required to begin full implementation of the Educator Effectiveness program in the 2015-16 school year. The proposed rule gives districts the information needed to achieve full implementation as scheduled.

Key Points:

The proposed rule:

- Delineates the required activities and functions of the multiple components as outlined in R277-531 *Professional Performance, Student Growth, and Stakeholder Input*.
- Outlines the approved process for scoring each component and for computing the Annual Educator Effectiveness Summative Rating.
- Specifies the process by which the ratings will be reported for each educator and how additional data will be gathered as needed by USOE for program review, alignment, and evaluation.

Anticipated Action:

The Law and Licensing Committee will consider approving R277-533 on first reading. If approved, the full Board will consider approving R277-533 on second reading.

Contact: Sydnee Dickson, 801-538-7515
Diana Suddreth, 801-538-7739
Linda Alder, 801-538-7923

1 **R277. Education, Administration.**

2 **R277-533. District Educator Evaluation Systems.**

3 **R277-533-1. Authority and Purpose.**

4 (1) This rule is authorized by:

5 (a) Utah Constitution Article X, Section 3, which vests
6 general control and supervision of public education in the
7 Board;

8 (b) Title 53A, Chapter 8a, Part 4, Educator Evaluations,
9 which requires the Board to make rules to establish a
10 framework for the evaluation of educators and set policies and
11 procedures related to educator evaluations; and

12 (c) Subsection 53A-1-401(3), which permits the Board to
13 adopt rules in accordance with its responsibilities.

14 (2) The purpose of this rule is to:

15 (a) specify the requirements for district Educator
16 Evaluation Systems Policies;

17 (b) describe the required components of district Educator
18 Evaluation Systems; and

19 (c) establish requirements for how the Annual Summative
20 Educator Evaluation Rating shall be computed and reported.

21 **R277-533-2. Definitions.**

22 (1) "Attribute" means the process of linking the results
23 of student growth and learning to a specific educator or group
24 of educators using the same SLO.

25 (2) "PEER Committee" means the Public Educator Evaluation
26 Requirements Committee established by the Superintendent.

27 (3) "Program" means a school district's educator
28 evaluation program.

29 (4) "Student learning objective" or "SLO" means a
30 content and grade/course specific measurable learning
31 objective that can be used to document student learning over
32 a defined period of time.

33 (5) "Student growth percentile" or "SGP" means an

34 analytic approach (statistical method) for transforming
35 student assessment results into an accountability metric.

36 (6) "Tested subject" means a subject with an end of
37 course examination in SAGE.

38 **R277-533-3. School District Educator Evaluation Programs.**

39 (1) A local school board shall adopt a district educator
40 evaluation program in consultation with a joint committee
41 established by the local school board as described in Section
42 53A-8a-403.

43 (2) A district educator evaluation program shall:

44 (a) include the components required in Section 53A-8a-
45 405;

46 (b) include the following four differentiated levels of
47 performance:

48 (i) not effective;

49 (ii) emerging/minimally effective;

50 (iii) effective; and

51 (iv) highly effective;

52 (c) base ratings on multiple lines of evidence,
53 including:

54 (i) professional performance, as described in R277-533-4;

55 (ii) student growth, as described in R277-533-5;

56 (iii) stakeholder input, as described in R277-533-5; and

57 (iv) other indicators of professional improvement as
58 required by the school district;

59 (d) require regular conferences between an educator and
60 a rater;

61 (e) provide a process for an educator to contribute
62 additional information to inform the educator's rating at
63 several intervals throughout the process;

64 (f) measure an educator's professional performance
65 wherever the educator is working in a professional capacity
66 with students, parents, colleagues, or community members;

67 (g) provide a process for an educator to:
68 (i) analyze stakeholder input, including input from a
69 parent, student, or teacher;
70 (ii) analyze data related to performance; and
71 (iii) develop appropriate responses to the information;
72 (h) provide a procedure to include an educator's response
73 to stakeholder data in the rating calculation;
74 (i) include a process for an evaluator to give an
75 educator specific, measurable, actionable, and written
76 direction regarding an educator's needed improvement and
77 recommended course of action;
78 (j) provide a process for an educator to request a review
79 of the educator's evaluation, including the educator's rating,
80 as described in:
81 (i) Subsection 53A-8a-406(3); and
82 (ii) R277-533-8; and
83 (k) include multiple observations as described in R277-
84 533-4.
85 (3) To form the school district's program, a local school
86 board may adopt:
87 (a) the Utah Model Educator Evaluator System established
88 by the Board;
89 (b) an adapted system; or
90 (c) a school district-developed system approved by the
91 PEER Committee, consistent with R277-530, R277-531, and this
92 rule;
93 (4) The PEER Committee, as described in R277-531, shall
94 review and approve all features of a school district's
95 educator effectiveness plan including:
96 (a) professional performance;
97 (b) rater-reliability;
98 (c) student growth; and
99 (d) stakeholder input.
100 (5) The PEER Committee shall approve a school district's

101 program based on review data and other program monitoring.

102 (6) An educator is responsible for:

103 (a) improving the educator's performance, using resources
104 provided by the school district; and

105 (b) demonstrating acceptable levels of improvement in any
106 designated area of deficiency.

107 **R277-533-4. Evaluators and Standards for Education**
108 **Observations.**

109 (1) A school district's program shall include
110 observations.

111 (2) The school district shall use observation tools that:

112 (a) are aligned with the Utah Professional Teaching
113 Standards and the Educational Leadership Standards described
114 in R277-530 at the indicator level; and

115 (b) include multiple observations at appropriate
116 intervals.

117 (3) A school district's evaluation process shall:

118 (a) include an orientation for all educators conducted by
119 the principal or designee as required in Section 53A-8a-404;

120 (b) include multiple observation items;

121 (c) a final rating for each observation item described in
122 Subsection (3) (b); and

123 (d) include an opportunity for an educator to contribute
124 additional information to inform their rating at several
125 intervals throughout the process.

126 (4) To ensure a valid evaluation program, a school
127 district shall provide professional development opportunities
128 to all raters of licensed educators to:

129 (a) improve a rater's abilities; and

130 (b) give the rater an opportunity to demonstrate the
131 rater's abilities to rate an educator in accordance with:

132 (i) the Utah Effective Teaching Standards described in
133 R277-530; and

134 (ii) the Utah Educational Leadership Standards described
135 in R277-530.

136 (5) A school district shall establish a school district
137 rater reliability plan.

138 (6) A school district rater reliability plan shall:

139 (a) require school district to compare a rater's
140 decisions to standardized ratings established by a committee
141 of expert raters;

142 (b) require a school district to measure a rater's skills
143 and reassess the rater's skills at appropriate intervals to
144 maintain program quality;

145 (c) assure that an educator is rated by a skilled rater;

146 (d) require a school district to offer a rater
147 opportunities to improve the rater's skills through
148 instruction and practice; and

149 (e) maintain high standards of rater accuracy.

150 **R277-533-5. Student Growth Calculations and Stakeholder Input.**

151 (1) A Utah educator's contribution to a student's growth
152 and learning shall be delineated into one of the two following
153 sets of measures:

154 (a) SGPs; and

155 (b) SLOs.

156 (2) A school district may attribute an SLO to an educator
157 as part of an educators evaluation in accordance with the
158 school district's program policies.

159 (3) If a school district attributes an SLO to an
160 educator, the school district shall:

161 (a) ensure that the SLO includes:

162 (i) three required components:

163 (A) learning goals;

164 (B) assessments; and

165 (C) targets; and

166 (ii) learning goals for an educator linked to the

167 appropriate specific content knowledge and skills from the
168 Utah Core Standards;

169 (b) provide professional development to an educator for
170 the educator to gain the knowledge and skills necessary to
171 sustain wide-scale implementation of an SLO process;

172 (c) establish a local review process to assist the school
173 district in developing comparability and consistency of SLOs
174 at each grade level or span;

175 (d) design a structure and process for providing
176 professional development to the school district's educators
177 and administrators;

178 (4) A school district may attribute an SGP to:

179 (a) an educator as part of the educator's evaluation if
180 the educator teaches a tested subject; and

181 (b) an administrator.

182 (5) (a) A school district's program shall include a
183 component for stakeholder input for educators, principals, and
184 administrators, which includes annual input from students and
185 parents.

186 (b) In addition to the stakeholder input described in
187 Subsection (5) (a), stakeholder input for principals and other
188 administrators shall include input from teachers and support
189 professionals.

190 (c) A school district may attribute stakeholder input to
191 an educator, principal, or other administrator if the data
192 gathered for the stakeholder input is gathered using:

193 (i) appropriate methods of gathering data; and

194 (ii) quality practices.

195 **R277-533-6. Computing the Annual Summative Rating.**

196 (1) A school district shall base an educator's component
197 ratings on:

198 (a) actual observations of the educator's performance;

199 and

200 (b) data gathered, calculated, or observed that is
201 aligned with standards and rubrics.

202 (2) A school district shall combine an educator's
203 component ratings using the following formula:

204 (a) 70 percent for professional performance;

205 (b) 20 percent for student growth; and

206 (c) ten percent for stakeholder input.

207 (3) A school district shall round component outcomes to
208 the nearest whole number prior to calculating the summative
209 score.

210 (4) A school district shall report summative scores
211 annually for all educators using the following approved
212 terminology for reporting:

213 (a) not effective 0;

214 (b) minimal/emerging effective 1;

215 (c) effective 2; and

216 (d) highly Effective 3.

217 **R277-533-7. Minimal or Emerging Effective Category.**

218 (1) If an rater rates an educator's performance within
219 the minimal or emerging effective category, the rater shall
220 determine the appropriate designation for the educator based
221 on the requirements of this section.

222 (2) A rater shall designate an educator as emerging
223 effective if:

224 (a) the educator:

225 (i) holds a Level 1 educator license; and

226 (ii) is being served by the school district's Entry Years
227 Enhancement (EYE) program described in R277-522; or

228 (b) the educator:

229 (i) received a new or different teaching or leadership
230 assignment within the last school year; and

231 (ii) is developing in that area.

232 (3) A rater shall designate an educator as minimally

233 effective if the educator:
234 (a) holds a Level 2 educator license; and
235 (b) is teaching or leading in a familiar assignment.

236 **R277-533-8. Evaluation Reviews.**

237 (1) An educator who is not satisfied with a summative
238 evaluation may request a review of the summative evaluation
239 within 15 calendar days after receiving the written summative
240 evaluation.

241 (2) A school district shall conduct a review of an
242 educator's summative evaluation:

243 (a) as described in this section; and
244 (b) the requirements of Section 53A-8a-406.

245 (3) A review described in Subsection (2) shall be
246 conducted:

247 (a) by a certified rater:
248 (i) with experience rating educators; and
249 (ii) not employed by the school district; and
250 (b) in accordance with the Utah Effective Teacher and
251 Educational Leadership Standards described in R277-531.

252 (4) A certified rater described in Subsection (3) shall
253 review:

254 (a) the school district's educator evaluation policies
255 and procedures;

256 (b) the evaluation process conducted for the educator;
257 and

258 (c) the evaluation data from the professional
259 performance, student growth, and stakeholder input components.

260 (5) The school district shall determine if the initial
261 educator rating was issued in accordance with:

262 (a) the school district's educator evaluation policies;

263 (b) the requirements of the performance standards;

264 (c) Title 53A, Chapter 8a, Public Education Human
265 Resource Management Act;

266 (d) R277-531,; and

267 (e) this rule.

268 (6) A certified rater described in Subsection (3) shall
269 report the certified rater's recommendations in writing to the
270 school district's superintendent for action.

271 **R277-533-9. Educator Evaluation Data.**

272 (1) A school district shall report to the Board annually
273 on or before June 30, an annual summative rating for each
274 educator delineated by one of the four rating categories
275 listed in Subsection R277-533-6(4).

276 (2) A school district shall maintain records of the
277 educator effectiveness component ratings including underlying
278 data.

279 (3) A school district's program may be monitored by the
280 Board.

281 **KEY: educator, evaluation**

282 **Date of Enactment of Last Substantive Amendment: 2015**

283 **Authorizing, Implemented, or Interpreted Law: Art X Sec 3;**

284 **53A-1-401(3)**



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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: R277-700 *The Elementary and Secondary School Core Curriculum*
(Amendment and Continuation)

Background:

1. R277-700 is amended in response to S.B. 60 *American Civics Education Initiative*, H.B. 360 *Utah Education Amendments*, and S.B. 196 *Math Competency Initiative* (2015 Legislative Session)
2. In addition to the amendments to R277-700, the rule is continued consistent with Board policy for continuation of rules and the Utah Administrative Rulemaking Act. The rule was last continued effective March 12, 2013.

Key Points:

1. The amendments to R277-700 provide procedures for the Civics Education Initiative; provide procedures relating to academic standards established by the Board; provide provisions relating to public school mathematics competency standards; and provide numerous technical and conforming changes throughout the rule.
2. R277-700 continues to be necessary because it specifies the minimum Core Standards and General Core requirements for the public schools.

Anticipated Action:

1. It is proposed that the Law and Licensing Committee consider approving R277-700, as amended, on first reading and, if approved by the Committee, the Board consider approving R277-700, as amended on second reading.
2. It is proposed that the Law and Licensing Committee consider approving R277-700 for continuation on first reading and, if approved by the Committee, the Board consider approving R277-700 for continuation on second reading.

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1 **R277. Education, Administration.**

2 **R277-700. The Elementary and Secondary School General Core**
3 **[Curriculum].**

4 **R277-700-[2]1. Authority and Purpose.**

5 ~~[A.]~~ (1) This rule is authorized by:

6 (a) Article X, Section 3, of the Utah Constitution, which
7 places general control and supervision of the public schools
8 under the Board;

9 (b) Subsection 53A-1-402(1) [(b) and (c)], which directs
10 the Board to make rules regarding competency levels,
11 graduation requirements, curriculum, and instruction
12 requirements;

13 (c) Section 53A-1-402.6, which directs the Board to
14 establish ~~[a-]Core [Curriculum]~~ Standards in consultation with
15 LEA boards and superintendents and directs LEA boards to
16 ~~[design]~~ adopt local curriculum and to design programs to help
17 students master the General Core~~[-Curriculum]~~;

18 (d) Title 53A, Chapter 1, Part 12, Career and College
19 Readiness Mathematics Competency, which directs the Board to
20 establish college and career mathematics competency standards;

21 (e) Section 53A-13-109.5, which requires the Board to
22 provide rules related to a basic civics test; and

23 (f) Subsection 53A-1-401(3) which allows the Board to
24 adopt rules in accordance with its responsibilities.

25 ~~[B.]~~ (2) The purpose of this rule is to specify the
26 minimum ~~[Core Curriculum and]~~ Core Standards and General Core
27 requirements for the public schools, ~~[to give directions to~~
28 ~~LEAs about providing the Core Curriculum and Core Standards~~
29 ~~for the benefit of students,~~] and to establish responsibility
30 for mastery of Core Standard requirements.

31 **R277-700-[1]2. Definitions.**

32 For purposes of this rule:

33 ~~[A. "Accredited" means evaluated and approved under the~~
34 ~~Standards for Accreditation of the Northwest Accreditation~~
35 ~~Commission or the accreditation standards of the Board,~~
36 ~~available from the USOE Accreditation Specialist.]~~

37 ~~[B.]~~ (1) (a) "Applied course[s]" means a public school
38 course[s] or class[es] that appl[~~y~~]ies the concepts of a Core
39 subject[s].

40 (b) "Applied course" includes a ~~[C]~~ course[s may be]
41 offered through Career and Technical Education or through
42 other areas of the curriculum.

43 ~~[D.]~~ (2) "~~[Student] Assessment [of Growth and Excellence~~
44 ~~(SAGE)]~~" means a summative computer adaptive assessment for:

45 (a) English language arts grades 3 through 11;

46 (b) mathematics grades 3 through 8, and Secondary I, II,
47 and III; or

48 (c) science grades 4 through 8, earth science, biology,
49 physics and chemistry.

50 ~~[E. "Basic skills course" means a subject which requires~~
51 ~~mastery of specific functions, including skills that prepare~~
52 ~~students for the future, and was identified as a course to be~~
53 ~~assessed under Section 53A-1-602.]~~

54 ~~[D. "Board" means the Utah State Board of Education.]~~

55 ~~[E.]~~ (3) "Career and Technical Education (CTE)" means an
56 organized educational program[s] or course[s] which directly
57 or indirectly prepares students for employment, or for
58 additional preparation leading to employment, in an
59 occupation[s], where entry requirements generally do not
60 require a baccalaureate or advanced degree.

61 ~~[F.]~~ (4) "Core Standard" means a statement of what a
62 student[s] enrolled in a public school[s ~~are~~] is expected to
63 know and be able to do at a specific grade level[s] or
64 following completion of an identified course[s].

65 ~~[G.]~~ (5) "Core subject[s]" means a course[s] for which
66 there is a declared set of Core Standards as approved by the
67 Board.

68 ~~[H. "Demonstrated competence" means subject mastery as~~
69 ~~determined by LEA standards and review. Review may include~~
70 ~~such methods and documentation as: tests, interviews, peer~~
71 ~~evaluations, writing samples, reports or portfolios.]~~

72 ~~[I.]~~ (6) "Elementary school" for purposes of this rule
73 means a school that serves grades K-6 in whatever kind of

74 school the grade levels exist.

75 ~~[P.]~~ (7) "~~[State Core Curriculum (Core Curriculum)]~~ General
76 Core" means the courses, content, instructional elements,
77 materials, resources and pedagogy that are used to teach the
78 Core Standards, ~~[as well as]~~ including the ideas, knowledge,
79 practice and skills that support the Core Standards.

80 ~~[J.]~~ (8) "High school" for purposes of this rule means a
81 school that serves grades 9-12 in whatever kind of school the
82 grade levels exist.

83 ~~[K.]~~ "~~Individualized Education Program (IEP)~~" means ~~a~~
84 ~~written statement for a student with a disability that is~~
85 ~~developed, reviewed, and revised in accordance with the Utah~~
86 ~~Special Education Rules and Part B of the Individuals with~~
87 ~~Disabilities Education Act (IDEA).]~~

88 ~~[L.]~~ (9) "LEA" or "local education agency" includes
89 ~~[means a local education agency, including local school~~
90 ~~boards/public school districts, charter schools, and, for~~
91 ~~purposes of this rule,]~~ the Utah Schools for the Deaf and the
92 Blind.

93 ~~[M.]~~ (10) "Life Skills document" means a companion
94 document to the Core ~~[curriculum]~~ Standards that describes the
95 knowledge, skills, and dispositions essential for all
96 students; the life skills training helps students transfer
97 academic learning into a comprehensive education.

98 ~~[N.]~~ (11) "Middle school" for purposes of this rule means
99 a school that serves grades 7-8 in whatever kind of school the
100 grade levels exist.

101 ~~[O.]~~ "~~SEOP/Plan for College and Career Readiness~~" means ~~a~~
102 ~~student education occupation plan. An SEOP/Plan for College~~
103 ~~and Career Readiness is a developmentally organized~~
104 ~~intervention process that includes:~~

105 ~~— (1) a written plan, updated annually, for a secondary~~
106 ~~student's (grades 7-12) education and occupational~~
107 ~~preparation;~~

108 ~~— (2) all Board and LEA board graduation requirements;~~

109 ~~— (3) evidence of parent or guardian, student, and school~~
110 ~~representative involvement annually;~~

111 ~~_____ (4) attainment of approved workplace skill competencies,~~
112 ~~including job placement when appropriate; and~~

113 ~~_____ (5) identification of post secondary goals and approved~~
114 ~~sequence of courses.]~~

115 ~~[R.]~~ (12) "Summative adaptive assessment[s]" means an
116 assessment[s] that:

117 (a) is administered upon completion of instruction to
118 assess a student's achievement[~~. The assessments~~];

119 (b) [are]is administered online under the direct
120 supervision of a licensed educator[~~and~~];

121 (c) [are]is designed to identify student achievement on
122 the Core [s]Standards for the respective grade and course[~~. The assessments~~]; and

124 (d) measures the full range of student ability by
125 adapting to each student's responses, selecting more difficult
126 questions when a student answers correctly and less difficult
127 questions when a student answers incorrectly.

128 ~~[S. "USOE" means the Utah State Office of Education.]~~

129 **R277-700-3. General Core[~~Curriculum~~] and Core Standards.**

130 ~~[A.]~~ (1) The Board establishes minimum course description
131 standards[~~and objectives~~] for each course in the required
132 [e]General [e]Core[~~, which is commonly referred to as part of~~
133 ~~the Core Curriculum~~].

134 ~~[B.]~~ (2) (a) The Superintendent shall develop, in
135 cooperation with LEAs, [e]course descriptions for required and
136 elective courses[~~shall be developed cooperatively by LEAs and~~
137 ~~the USOE~~].

138 (b) The Superintendent shall provide parents and the
139 general public an[~~with~~] opportunity[~~for public and~~
140 parental]to participat[ion]e in the development process of the
141 course descriptions described in Subsection (2) (a).

142 ~~[C.]~~ (3) (a) The [descriptions shall]Superintendent shall
143 ensure that the courses described in Subsection (2):

144 (i) contain mastery criteria for the courses[~~, shall~~];
145 and

146 (ii) stress mastery of the course material, [and]Core

147 Standards, and life skills consistent with the General Core
148 [~~Curriculum~~] and Life Skills document.

149 (b) [Mastery shall be stressed] The Superintendent shall
150 place a greater emphasis on a student's mastery of course
151 material rather than completion of predetermined time
152 allotments for courses.

153 ~~[D.]~~ (4) [Implementation of] An LEA board shall administer
154 the General Core [~~Curriculum~~] and comply with student
155 assessment procedures [~~are the responsibility of LEA boards~~]
156 consistent with state law.

157 **R277-700-4. Elementary Education Requirements.**

158 ~~[A.]~~ (1) The [Board shall establish] Core Standards and
159 a General Core [~~Curriculum~~] for elementary school [~~s~~] students
160 in [7] grades K-6 are described in this section.

161 ~~[B.]~~ (2) The following are the Elementary School Education
162 Core Subject [~~Area~~] Requirements:

163 [~~(1) Grades K-2:~~

164 ~~(a) Reading/Language Arts;~~

165 ~~(b) Mathematics;~~

166 ~~(c) Integrated Curriculum.~~

167 ~~(2) Grades 3-6:]~~

168 (a) [~~Reading/~~]English Language Arts;

169 (b) Mathematics;

170 (c) Science;

171 (d) Social Studies;

172 (e) Arts:

173 (i) Visual Arts;

174 (ii) Music;

175 (iii) Dance; or

176 (iv) Theatre [~~;~~];

177 (f) Health Education;

178 (g) Physical Education;

179 (h) Educational Technology; and

180 (i) Library Media.

181 ~~[C.]~~ (3) [It is the responsibility of] An LEA board [s to]
182 shall provide access to the General Core [~~Curriculum~~] to all

183 students within the LEA.

184 ~~[D.]~~ (4) ~~[Student mastery of the Core Standards is the~~
185 ~~responsibility of]~~ An LEA board[s] is responsible for student
186 mastery of the Core Standards.

187 ~~[E.]~~ (5) An LEA shall conduct ~~[F]~~ informal assessments
188 ~~[should occur]~~ on a regular basis to ensure continual student
189 progress.

190 ~~[F.]~~ (6) An LEA shall use Board-approved summative
191 adaptive assessments ~~[shall be used]~~ to assess student mastery
192 of the following:

193 ([1]a) reading;

194 ([2]b) language arts;

195 ([3]c) mathematics;

196 ([4]d) science; and

197 ([5]e) effectiveness of written expression in grades five
198 and eight.

199 ~~[G.]~~ (7) ~~[Provision for]~~ An LEA shall provide remediation
200 ~~[for all]~~ to elementary students who do not achieve mastery of
201 the subjects described in this section ~~[is the responsibility~~
202 ~~of LEA boards]~~.

203 **R277-700-5. Middle School Education Requirements.**

204 ~~[A.]~~ (1) The ~~[Board shall establish]~~ Core Standards and
205 a General Core ~~[Curriculum]~~ for middle school
206 ~~[education]~~ students are described in this section.

207 ~~[B.]~~ (2) A ~~[S]~~ student[s] in grades 7-8 ~~[shall]~~ is required
208 to earn a minimum of 12 units of credit to be properly
209 prepared for instruction in grades 9-12.

210 ~~[C.]~~ (3) In addition to the Board requirements described
211 in this section, an LEA board[s] may require a student to
212 complete additional units of credit.

213 ~~[D.]~~ (4) The following are the Grades 7-8 General Core
214 ~~[Curriculum]~~ Requirements and units of credit:

215 ([1]a) Language Arts (2.0 units of credit);

216 ([2]b) Mathematics (2.0 units of credit);

217 ([3]c) Science (~~[1.5]~~ 2.0 units of credit);

218 ([4]d) Social Studies (1.5 units of credit);

219 ([5]e) The Arts (1.0 units of credit from the following):
220 ([a]i) Visual Arts;
221 ([b]ii) Music;
222 ([c]iii) Dance;
223 ([d]iv) Theatre~~[-]~~; or
224 (v) Media Arts.
225 ([6]f) Physical Education (1.0 units of credit);
226 ([7]g) Health Education (0.5 units of credit); and
227 ([8]h) Career and Technical Education, Life, and Careers
228 (1.0 units of credit).

229 ~~[F.]~~ (5) An LEA shall use evidence-based [B]best
230 practices, technology, and other instructional media~~[-shall be~~
231 ~~used]~~ in middle school curricula to increase the relevance and
232 quality of instruction.

233 ~~[F.]~~ (6) An LEA shall use Board-approved summative
234 adaptive assessments~~[-shall be used]~~ to assess student mastery
235 of the following:

236 ([1]a) reading;
237 ([2]b) language arts;
238 ([3]c) mathematics; and
239 ([4]d) science in grades 7 and 8.

240 **R277-700-6. High School Requirements.**

241 ~~[A.]~~ (1) The ~~[Board shall establish]~~ General Core and
242 Core Standards~~[-and a Core Curriculum]~~ for students in grades
243 9-12 are described in this section.

244 ~~[B.]~~ (2) A ~~[S]~~student~~[-s]~~ in grades 9-12~~[-shall]~~ is
245 required to earn a minimum of 24 units of credit through
246 course completion or through competency assessment consistent
247 with R277-705 to graduate.

248 ~~[C.]~~ (3) ~~[Grades 9-12]~~The General Core~~[-Curriculum]~~
249 credit~~[-s]~~ requirements from courses approved by the Board~~[-as~~
250 ~~specified]~~ are described in Subsections (4) through (20).~~[-]~~

251 ([1]4) Language Arts (4.0 units of credit from the
252 following):

253 (a) ~~[Ninth-g]~~Grade 9 level (1.0 unit of credit);
254 (b) ~~[Tenth-g]~~Grade 10 level (1.0 unit of credit);

255 (c) ~~[Eleventh g]~~Grade 11 level (1.0 unit of credit); and
256 (d) ~~[Twelfth g]~~Grade 12 level (1.0 Unit of credit)
257 consisting of applied or advanced language arts credit from
258 the list of Board-approved courses using the following
259 criteria and consistent with the student's SEOP/Plan for
260 College and Career Readiness:

261 (i) courses are within the field/discipline of language
262 arts with a significant portion of instruction aligned to
263 language arts content, principles, knowledge, and skills;
264 ~~[and]~~

265 (ii) courses provide instruction that leads to student
266 understanding of the nature and disposition of language arts;
267 ~~[-and]~~

268 (iii) courses apply the fundamental concepts and skills
269 of language arts; ~~[-and]~~

270 (iv) courses provide developmentally appropriate content;
271 and

272 (v) courses develop skills in reading, writing,
273 listening, speaking, and presentation~~[+]~~.

274 (~~[2]~~5) Mathematics (3.0 units of credit) ~~[-met minimally
275 through successful completion of a combination of the
276 foundation or foundation honors courses, Algebra 1, Geometry,
277 Algebra 2, Secondary Mathematics I, Secondary Mathematics II,
278 Secondary Mathematics III as determined in the student's
279 SEOP/Plan for College and Career Readiness. After the 2014-
280 2015 school year Mathematics (3.0 units of credit)] shall be
281 met minimally through successful completion of a combination
282 of the foundation or foundation honors courses Secondary
283 Mathematics I, Secondary Mathematics II, and Secondary
284 Mathematics III.~~

285 (~~[a]~~6) (a) A ~~[S]~~student~~[s]~~ may opt out of~~[-Algebra 2 or]
286 Secondary Mathematics III [with written]if the student's
287 parent [legal guardian] submits a written request to the
288 school.~~

289 (b) If a student's parent requests an opt out [is
290 requested]described in Subsection (6) (a), the student is
291 required to complete a third math credit [shall come from the

292 ~~advanced and applied courses on]~~ from the Board-approved
293 mathematics list.

294 ([~~b~~7) A 7th [~~and~~or] 8th grade student[~~s~~] may earn credit
295 for a mathematics foundation course before [~~ninth~~9th] grade,
296 consistent with the student's SEOP/Plan for College and Career
297 Readiness[~~and~~] if[~~at least one of the following criteria is~~
298 ~~met~~]:

299 ([~~i~~]a) the student is identified as gifted in mathematics
300 on at least two different USOE-approved assessments;

301 ([~~ii~~]b) the student is dual enrolled at the middle
302 school/junior high school and the high school;

303 ([~~iii~~]c) the student qualifies for promotion one or two
304 grade levels above the student's age group and is placed in
305 9th grade; or

306 ([~~iv~~]d) the student takes the USOE competency test in the
307 summer prior to 9th grade and earns high school graduation
308 credit for the course[~~s~~].

309 ([~~e~~8) [~~Other~~]A student[~~s~~] who successfully completes a
310 mathematics foundation course before [~~ninth~~9th] grade [~~shall~~
311 ~~still~~]is required to earn 3.0 units of additional mathematics
312 credit by:

313 (a) taking the other mathematics foundation courses
314 described in Subsection (5); and

315 (b) an additional course from the[~~advanced and applied~~]
316 Board-approved mathematics list consistent with:

317 (i) the student's SEOP/Plan for College and Career
318 Readiness; and

319 (ii) the following criteria:

320 ([~~i~~]A) courses are within the field/discipline of
321 mathematics with a significant portion of instruction aligned
322 to mathematics content, principles, knowledge, and skills;

323 ([~~ii~~]B) courses provide instruction that lead to student
324 understanding of the nature and disposition of mathematics;

325 ([~~iii~~]C) courses apply the fundamental concepts and
326 skills of mathematics;

327 ([~~iv~~]D) courses provide developmentally appropriate
328 content; and

329 (~~(v)~~E) courses include the five process skills of
330 mathematics: problem solving, reasoning, communication,
331 connections, and representation.

332 (~~(e)~~9) A [S]student[s] who [are]is gifted [and]or a
333 student[s] who [are]is advanced may also:

334 (~~(i)~~a) ~~[T]take [the]an~~ honors course[s] at the
335 appropriate grade level; and

336 (~~(i)~~b) ~~[C]continue [taking]to take~~ higher level
337 mathematics courses in sequence through grade 11, resulting in
338 a higher level of mathematics proficiency and increased
339 college and career readiness.

340 (~~(d)~~10) A student who successfully completes a Calculus
341 course has completed mathematics graduation requirements,
342 regardless of the number of mathematics credits earned.

343 (~~(e)~~11) (a) A [S]student[s] should consider taking
344 additional credits during [their]the student's senior year
345 that align with [their]the student's postsecondary career or
346 college expectations.

347 (b) A [S]student[s] who desires to seek a four year
348 college degree in a science, technology, engineering or
349 mathematics (STEM) career area should take a calculus course.

350 (~~(3)~~12) Science (3.0 units of credit):

351 (~~(a)~~a) ~~[at a minimum,]~~shall be met minimally through
352 successful completion of two courses from the following
353 science foundation areas:

354 (i) Earth~~[-Systems]~~ Science (1.0 units of credit);

355 (ii) Biological Science (1.0 units of credit);

356 (iii) Chemistry (1.0 units of credit);

357 (iv) Physics (1.0 units of credit); or

358 (v) Advanced Placement Computer Science; and

359 (b) one additional unit of credit from:

360 (i) the foundation courses described in
361 Subsection(12) (a); or

362 (ii) the applied or advanced science list determined by
363 the LEA board and approved by the Board using the following
364 criteria and consistent with the student's SEOP/Plan for
365 College and Career Readiness:

366 ([i]A) courses are within the field/discipline of science
367 with a significant portion of instruction aligned to science
368 content, principles, knowledge, and skills; [~~and~~]

369 ([ii]B) courses provide instruction that leads to student
370 understanding of the nature and disposition of science; [~~and~~]

371 ([iii]C) courses apply the fundamental concepts and
372 skills of science; [~~and~~]

373 ([iv]D) courses provide developmentally appropriate
374 content; [~~and~~]

375 ([v]E) courses include the areas of physical, natural, or
376 applied sciences; and

377 ([vi]F) courses develop students' skills in scientific
378 inquiry.

379 ([4]13) Social Studies (3.0 units of credit) shall be met
380 minimally through successful completion of:

381 (a) 2.5 units of credit from the following courses:

382 [~~a~~]i) Geography for Life (0.5 units of credit);

383 [~~b~~]ii) World Civilizations (0.5 units of credit);

384 [~~c~~]iii) U.S. History (1.0 units of credit); and

385 [~~d~~]iv) U.S. Government and Citizenship (0.5 units of
386 credit);

387 [~~e~~] General Financial Literacy (0.5 units of credit).]

388 (b) Social Studies (0.5 units of credit per LEA
389 discretion); and

390 (c) a basic civics test or alternate assessment described
391 in R277-700-8.

392 ([5]14) The Arts (1.5 units of credit from any of the
393 following performance areas):

394 (a) Visual Arts;

395 (b) Music;

396 (c) Dance;

397 (d) Theatre; or

398 (e) Media Arts.

399 ([6]15) Physical and Health Education (2.0 units of
400 credit from any of the following):

401 (a) Health (0.5 units of credit);

402 (b) Participation Skills (0.5 units of credit);

403 (c) Fitness for Life (0.5 units of credit);
404 (d) Individualized Lifetime Activities (0.5 units of
405 credit); or
406 (e) team sport/athletic participation (maximum of 0.5
407 units of credit with school approval).
408 (~~[7]~~16) Career and Technical Education (1.0 units of
409 credit from any of the following):
410 (a) Agriculture;
411 (b) Business;
412 (c) Family and Consumer Sciences;
413 (d) Health Science and Technology;
414 (e) Information Technology;
415 (f) Marketing;
416 (g) Technology and Engineering Education; or
417 (h) Trade and Technical Education.
418 (~~[8]~~17) Educational Technology (0.5 units of credit from
419 one of the following):
420 (a) Computer Technology (0.5 units of credit from a
421 Board-approved list of courses); or
422 (b) successful completion of a Board-approved competency
423 examination (credit may be awarded at the discretion of the
424 LEA).
425 (~~[9]~~18) Library Media Skills (integrated into the subject
426 areas).
427 (19) General Financial Literacy (0.5 units of credit).
428 (~~[10]~~20) Electives (~~[6.0]~~5.5 units of credit).
429 ~~[D.]~~ (21) An LEA shall use Board-approved summative
430 adaptive assessments ~~[-shall be used]~~ to assess student mastery
431 of the following subjects:
432 (~~[1]~~a) reading;
433 (~~[2]~~b) language arts through grade 11;
434 (~~[3]~~c) mathematics as defined ~~[under R277-700-6C(2)]~~ in
435 Subsection (5); and
436 (~~[4]~~d) science as defined ~~[under R277-700-6C(3)]~~ in
437 Subsection (12).
438 ~~[E.]~~ (22) An LEA board[s] may require a student[s] to earn
439 credits for graduation that exceed the minimum Board

440 requirements described in this rule.

441 ~~[F.]~~ (23) An LEA board may establish and offer
442 ~~[A]additional elective course offerings~~~~[-may be established~~
443 ~~and offered]~~ at the discretion of ~~[an]~~the LEA board.

444 ~~[G.]~~ (24) (a) An LEA may modify a student's graduation
445 requirements to meet the unique educational needs of a student
446 if:

447 (i) the ~~[S]student~~~~[s with disabilities served by a~~
448 ~~special education programs may have changes made]~~ has a
449 disability; and

450 (ii) the modifications to the student's graduation
451 requirements are made through the student's individual IEP~~[s~~
452 ~~to meet unique educational needs. [A student's IEP].~~

453 (b) An LEA shall document the nature and extent of a
454 modification~~[s and]~~, substitution~~[s]~~, or exemption~~[s]~~ made to
455 ~~[accommodate a student with disabilities]~~ a student's
456 graduation requirements described in Subsection (24) (a) in the
457 student's IEP.

458 ~~[H.]~~ (25) The Board and ~~[USOE]~~ Superintendent may review
459 an LEA board's~~[']~~ list~~[s]~~ of approved courses for compliance
460 with this rule.

461 ~~[I.]~~ (26) An LEA may modify ~~[G]~~ graduation requirements
462 ~~[may be modified]~~ for an individual student~~[s]~~ to achieve an
463 appropriate route to student success ~~[when such]~~ if the
464 modification~~[s]~~:

465 ~~[[1]a]~~ ~~[are]~~ is consistent with:

466 (i) the student's IEP; or

467 (ii) SEOP/Plan for College and Career Readiness~~[-or~~
468 ~~both];~~

469 ~~[[2]b]~~ ~~[are]~~ is maintained in the student's file;~~[-and]~~

470 (c) includes the parent's ~~[/guardian's]~~ signature; and

471 ~~[[3]d]~~ maintains the integrity and rigor expected for
472 high school graduation, as determined by the Board.

473 **R277-700-7. Student Mastery and Assessment of Core Standards.**

474 ~~[A.]~~ (1) ~~[Student mastery of]~~ An LEA shall ensure students
475 master the Core ~~[Curriculum]~~ Standards at all levels~~[-is the~~

476 ~~responsibility of LEA boards of education].~~

477 ~~[B.]~~ (2) ~~[Provisions for]~~ An LEA shall provide remediation
478 ~~[of]for~~ secondary students who do not achieve mastery~~[-is the~~
479 ~~responsibility of LEA boards of education]~~ under Section 53A-
480 13-104.

481 ~~[C.]~~ (3) An LEA shall provide remedial assistance to
482 ~~[S]~~ students who are found to be deficient in basic skills
483 through U-PASS ~~[shall receive remedial assistance according~~
484 ~~to]~~ in accordance with the provisions of Subsection 53A-1-
485 606(1).

486 ~~[D.]~~ (4) If a parent[s] objects to a portion[s] of a
487 course[s] or to a course[s] in [their]its entirety under
488 provisions of ~~[law (]Section 53A-13-101.2[)]~~ and ~~[rule (]R277-~~
489 ~~105[)]~~, ~~[students and]~~ the parent[s] shall be responsible for
490 the student's mastery of Core ~~[objectives]~~ Standards to the
491 satisfaction of the school prior to the student's promotion to
492 the next course or grade level.

493 ~~[E. Students with disabilities:]~~

494 ~~[(1]5)~~ (a) A [11] student[s] with a disabilit[ies]y served
495 by a special education program[s shall] is required to
496 demonstrate mastery of the Core Standards.

497 ~~[(2]b)~~ If a student's ~~[disabling condition]~~ disability
498 precludes the student from successfully mastering the Core
499 Standards, ~~[successful demonstration of mastery,]~~ the
500 student's IEP team, on a case-by-case basis, may provide the
501 student an accommodation[s] for, or modify the mastery
502 demonstration to accommodate, the student's disability.

503 ~~[F.]~~ (6) A [S] student[s] may demonstrate competency to
504 satisfy course requirements consistent with R277-705-3.

505 ~~[G.]~~ (7) ~~[All]~~ Utah public school students ~~[shall]~~ are
506 required to participate in state-mandated assessments, as
507 specified in R277-404.

508 ~~[H.]~~ (8) LEAs are ultimately responsible for and shall
509 comply with all assessment procedures, policies and ethics as
510 described in R277-473.

511 **R277-700-8. Civics Education Initiative.**

512 (1) For purposes of this section:
513 (a) "Student" means:
514 (i) a public school student who graduates on or after
515 January 1, 2016; or
516 (ii) a student enrolled in an adult education program who
517 receives an adult education secondary diploma on or after
518 January 1, 2016.
519 (b) "Basic civics test" means the same as that term is
520 defined in Section 53A-13-109.5.
521 (2) Except as provided in Subsection (3), an LEA shall:
522 (a) administer a basic civics test in accordance with the
523 requirements of Section 53A-13-109.5; and
524 (b) require a student to pass the basic civics test as a
525 condition of receiving:
526 (i) a high school diploma; or
527 (ii) an adult education secondary diploma.
528 (3) An LEA may require a student to pass an alternate
529 assessment if:
530 (a) (i) the student has a disability; and
531 (ii) the alternate assessment is consistent with the
532 student's IEP; or
533 (b) the student is within six months of intended
534 graduation.
535 (4) Except as provided in Subsection (5), the alternate
536 assessment shall be given:
537 (a) in the same manner as an exam given to an
538 unnaturalized citizen; and
539 (b) in accordance with 8 C.F.R. Sec. 312.2.
540 (5) An LEA may modify the manner of the administration of
541 an alternate assessment for a student with a disability in
542 accordance with the student's IEP.
543 (6) If a student passes a basics civics test or an
544 alternate assessment described in this section, an LEA shall
545 report to the Superintendent that the student passed the basic
546 civics test or alternate assessment.
547 (7) If a student who passes a basic civics test or an
548 alternate assessment transfers to another LEA, the LEA may not

549 require the student to re-take the basic civics test or
550 alternate assessment.

551 **R277-700-9. College and Career Readiness Mathematics**
552 **Competency.**

553 (1) For purposes of this section, "senior student with a
554 special circumstance" means a student who:

- 555 (a) is pursuing a college degree after graduation; and
556 (b) has not met one of criteria described in Subsection
557 (2)(a) before the beginning of the student's senior year of
558 high school.

559 (2) Except as provided in Subsection (4), in addition to
560 the graduation requirements described in R277-700-6, beginning
561 with the 2016-17 school year, a student pursuing a college
562 degree after graduation shall:

- 563 (a) receive one of the following:
- 564 (i) a score of 3 or higher on an Advanced Placement (AP)
565 calculus AB or BC exam;
 - 566 (ii) a score of 3 or higher on an Advanced Placement (AP)
567 statistics exam;
 - 568 (iii) a score of 5 or higher on an International
569 Baccalaureate (IB) higher level math exam;
 - 570 (iv) a score of 50 or higher on a College Level Exam
571 Program (CLEP) pre-calculus or calculus exam;
 - 572 (v) a score of 26 or higher on the mathematics portion of
573 the American College Test (ACT) exam;
 - 574 (vi) a score of 640 or higher on the mathematics portion
575 of the Scholastic Aptitude Test (SAT) exam; or
576 (vii) a "C" grade in a concurrent enrollment mathematics
577 course that satisfies a state system of higher education
578 quantitative literacy requirement; or
- 579 (b) if the student is a senior student with a special
580 circumstance, take a full year mathematics course during the
581 student's senior year of high school.

582 (3) Except as provided in Subsection (4), in addition to
583 the graduation requirements described in R277-700-6, beginning
584 with the 2016-17 school year, a non college and degree-seeking

585 student shall complete appropriate math competencies for the
586 student's career goals as described in the student's SEOP/Plan
587 for College and Career Readiness.

588 (4) An LEA may modify a student's college or career
589 readiness mathematics competency requirement under this
590 section if:

591 (a) the student has a disability; and

592 (b) the modification to the student's college or career
593 readiness mathematics competency requirement is made through
594 the student's IEP.

595 (5) (a) Beginning with the 2016-17 cohort, an LEA shall
596 report annually to the LEA's governing board the number of
597 students within the LEA who:

598 (i) meet the criteria described in Subsection (2) (a);

599 (ii) take a full year of mathematics as described in
600 Subsection (2) (b);

601 (iii) meet appropriate math competencies as established
602 in the students' career goals as described in Subsection (3);
603 and

604 (iv) meet the college or career readiness mathematics
605 competency requirement established in the students' IEP as
606 described in Subsection (4).

607 (b) The Superintendent may request an LEA to provide the
608 information described in (5) (a) to the Superintendent.

609 **KEY: [curricula]standards; graduation requirements**

610 **Date of Enactment or Last Substantive Amendment: [~~December 8,~~**
611 **2014]2015**

612 **Notice of Continuation: [~~March 12, 2013]2015~~**

613 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3;**
614 **53A-1-402 (1) (b); 53A-1-402.6; 53A-1-401 (3)**



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

DISCUSSION: HB 197 *Education Licensing Amendments* (2015 Legislative Session)

Background:

Representative Kim Coleman sponsored HB 197 during the 2015 General Legislative Session. The bill passed the Legislature but was subsequently vetoed by Governor Herbert. The bill would have required the State Board of Education to make rules regarding administrative supervisory licensing relating to a position held within a school district or charter school.

Key Points:

Representative Coleman will be present to discuss the legislation and her reasons for running HB 197.

Anticipated Action:

USOE staff will be prepared to offer suggestions and answer questions during the Law and Licensing Committee discussion. The Committee will bring items to the Board and provide recommendations and direction to USOE staff regarding a potential rule around administrative supervisory licensing.

Contact: Angie Stallings, 801-538-7550
Travis Rawlings, 801-538-7601

30 associate principal, vice principal, assistant superintendent, administrative assistant, director,
31 specialist, or other district position.

32 (2) ~~[The State Board of Education]~~ In addition to the positions described in Subsection
33 (1), the board may grant a letter of authorization permitting a person with outstanding
34 professional qualifications to serve in any position ~~[at the State Office of Education]~~ that
35 requires a person to hold an administrative/supervisory license or certificate.

36 (3) The board shall make rules for an administrative/supervisory license that allow the
37 board to license individuals from a variety of professional backgrounds, including individuals
38 who do not:

39 (a) hold a teaching license; or

40 (b) have a graduate degree in an education area.



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: R277-099 *Definitions for Utah State Board of Education (Board) Rules*
(New)

Background:

R277-099 *Definitions for Utah State Board of Education (Board) Rules* is created to provide one Board rule that contains many of the definitions commonly used in existing Board rules (R277).

Key Points:

The definitions in R277-099 will apply to all R277 rules. As an existing rule is amended, definitions in R277-099 will be removed from the existing rule. As a new rule is created, definitions in R277-099 will not be included in the new rule. This change represents the first step in a comprehensive review of all Board rules.

Anticipated Action:

It is proposed that the Law and Licensing Committee consider approving R277-099 on first reading and, if approved by the Committee, the Board consider approving R277-099 on second reading.

Contact: Angie Stallings, 801-538-7550

1 **R277. Education, Administration.**

2 **R277-099. Definitions for Utah State Board of Education**
3 **(Board) Rules.**

4 **R277-099. Authority and Purpose.**

5 (1) This rule is authorized by Utah Constitution Article
6 X, Section 3, which vests general control and supervision of
7 public education in the Board and by Subsection 53A-1-401(3)
8 which permits the Board to adopt rules in accordance with its
9 responsibilities.

10 (2) The purpose of this rule is to provide definitions
11 that used in the Board rules beginning with R277.

12 **R277-099-2. Definitions.**

13 (1) "Accreditation" means the formal process for internal
14 and external review and approval under the Standards for the
15 Northwest Accreditation Commission, a division of Advance
16 Education Inc., (AdvancED).

17 (2) "Audit" means an independent appraisal activity
18 established by the Board as a control system to examine and
19 evaluate the adequacy and effectiveness of internal control
20 systems within an agency.

21 (3) "Board" means the State Board of Education.

22 (4) "Charter school" means a school acknowledged as a
23 charter school by chartering entities under Sections
24 53A-1a-515, 53A-1a-521, and this rule or by the Board under
25 Section 53A-1a-505.

26 (5) "Educator" means an individual licensed under Section
27 53A-6-104 and who meets the requirements of R277-501.

28 (6) "Individualized education program" or "IEP" means a
29 written statement for a student with a disability that is
30 developed, reviewed, and revised in accordance with Board
31 Special Education Rules and Part B of the Individuals with
32 Disabilities Education Act (IDEA), 20 U.S.C. Section 1400
33 (2004).

34 (7) "Individuals with Disabilities Education Act" or
35 "IDEA," 20 U.S.C. Section 1400 et seq. (2004), is a four part
36 (A-D) piece of federal legislation that ensures a student with
37 a disability is provided with a Free Appropriate Public
38 Education (FAPE) that is tailored to the student's individual
39 needs.

40 (8)(a) "LEA" or "local education agency" means a school
41 district or charter school.

42 (b) For purposes of certain rules, "LEA" or "local
43 education agency" may include the Utah Schools for the Deaf
44 and the Blind (USDB) if indicated in the specific rule.

45 (9)(a) "LEA governing board" means:

46 (i) for a school district, a local school board; and

47 (ii) for a charter school, a charter school governing
48 board.

49 (b) For purposes of certain rules, "LEA governing board"
50 may include the State Board of Education as the governing
51 board for the Utah Schools for the Deaf and the Blind if
52 indicated in the specific rule.

53 (10) "Parent" means a parent or guardian who has
54 established residency of a child under Sections 53A-2-201,
55 53A-2-202, or 53A-2-207 or another applicable Utah
56 guardianship provision.

57 (11) "SEOP/Plan for College and Career Readiness" means
58 a student education occupation plan for college and career
59 readiness that is a developmentally organized intervention
60 process that includes:

61 (a) a written plan, updated annually, for a secondary
62 student's (grades 7-12) education and occupational
63 preparation;

64 (b) all Board, local board and local charter board
65 graduation requirements;

66 (c) evidence of parent or guardian, student, and school
67 representative involvement annually;

68 (d) attainment of approved workplace skill competencies,
69 including job placement when appropriate; and

70 (e) identification of post secondary goals and approved
71 sequence of courses.

72 (12) "State Charter School Board" or "SCSB" means the
73 State Charter School Board created in Section 53A-1a-501.5.

74 (13) "Superintendent" mean the state State Superintendent
75 of Public Instruction or the Superintendent's designee.

76 (14) "USDB" means the Utah Schools for the Deaf and the
77 Blind.

78 (15) "USOE" means the Utah State Office of Education.

79 (16) "USOR" means the Utah State Office of
80 Rehabilitation.

81 **KEY: Board, rules, definitions**

82 **Date of Enactment of Last Substantive Amendment: 2015**

83 **Authorizing, Implemented, or Interpreted Law: Art X Sec 3;**

84 **53A-1-401(3)**



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: R277-477 *Distribution of Funds from the Interest and Dividend Account and Administration of the School LAND Trust Program* (Repeal/Reenact and Continuation)

Background:

1. R277-477 governs the School Children's Trust Section and the School LAND Trust Program. The rule is updated to account for legislation passed during the 2015 Legislative Session, specifically H.B. 213, concerning School Community Council involvement in schools' Internet filtering procedures. The rule needs further revision to clarify the approved and unapproved expenditures to ensure that schools continue to spend their allocation of School LAND Trust Program money appropriately and in line with the statutory requirement that funds "have a direct impact on the instruction of students and result in measurable increased student performance." Utah Code Ann. § 53A-16-101.5(5)(a).
2. In addition to the amendments to R277-477, the rule is continued consistent with Board policy for continuation of rules and the Utah Administrative Rulemaking Act. The rule was last continued effective June 10, 2013.

Key Points:

1. The revisions:
 - Implement H.B. 213, including providing guidance to School Community Councils on how to participate in overseeing a school's internet filtering procedures.
 - Add to the list of approved and unapproved expenditures.
 - Augment the formula for distributions to new charter schools.
 - Make technical changes throughout

2. R277-477 continues to be necessary because it provides standards and procedures for administration of financial resources to public schools to enhance or improve student academic achievement.

Anticipated Action:

1. It is proposed that the Law and Licensing Committee consider approving R277-477 on first reading and, if approved by the Committee, the Board consider approving R277-477, as amended, on second reading.
2. It is proposed that the Law and Licensing Committee consider approving R277-477 for continuation on first reading and, if approved by the Committee, the Board consider approving R277-477 for continuation on second reading.

Contact: Angie Stallings, 801-538-7550
Tim Donaldson, 801-538-7709
Aaron Garrett, 801-538-7533

MEMORANDUM

To: Utah State Board of Education
From: Tim Donaldson, School Children's Trust Director
CC: Brad Smith; Angie Stallings
Date: June 18, 2015
Re: Changes to R277-477

Utah Administrative Rule R277-477 has been revised nearly annually for the past several years to codify legislative changes affecting the School Children's Trust Section and the School LAND Trust Program. This most recent legislative session was no different. To accommodate these changes, to make other modifications necessary to administer the School LAND Trust Program effectively, and to bring the Rule into compliance with drafting standards, the School Children's Trust Section recommends the Board repeal the current Rule in its entirety and replace it with the draft provided, subject to Board-recommended changes.

The significant changes in the rule are as follows:

- 1) Added language requiring charter schools trust land councils to oversee Internet filtering and to provide "digital citizenship" training to parents and students, as per HB 213 (Rep. Stratton). Similar language requiring district public schools to provide this same oversight through their school community councils will be included in the forthcoming revisions to R277-491.
- 2) Created an exemption for "small or special" charter schools to the charter trust land council membership requirements, to be granted by the State Charter School Board.
- 3) Added items to the approved/unapproved expenditures list as follows:
 - a. Approved: food, travel, and per diem for professional development; require that staff paid by land trust funds must spend at least 75% of their time instructing or preparing to instruct students; costs to maintain technology purchased with land trust funds; snacks and transportation for students participating in school programs paid for by land trust funds; and paper and ink costs for printing materials for programs funded with land trust funds.
 - b. Unapproved: HVAC and other facility/maintenance costs; expenses for parent nights, orientations, parent trainings, and similar events; accreditation costs; technical support/maintenance; cash/gift card incentives; WIFI access points or other technological infrastructure; subscription/registration costs for AP/IB programs; faculty retreats and team building exercises; assemblies; student scholarships, including for AP/IB tests and college entrance exams; printer and copier machines; clothing, costumes, uniforms, etc.; and school counselors unless involved in providing character/leadership education.
- 4) Revised distribution formula for new charter schools: New charter schools will now receive the charter base payment at the time all other charter schools receive their funds, and once the school verifies its October 1 enrollment numbers, the school will receive additional funding if the charter base payment is lower than the amount the school would have received on a per pupil basis.
- 5) Added new provision regarding the Board's authority to enforce the terms of the rule.
- 6) Stylistic and organizational changes.

These changes have been vetted through the Trust Advisory Committee, with significant public comment having been worked into the revisions. The School Children's Trust Section also considered many changes that did not make it into the final draft, information about which will be provided to the subcommittee considering this rule revision.

~~[R277. Education, Administration.~~

~~R277-477. Distribution of Funds from the Interest and Dividend Account and Administration of the School LAND Trust Program.~~

~~R277-477-1. Definitions.~~

~~— A. "Approving Entity" means the school district, University, or other legally authorized entity that approves or rejects plans for a district or charter school.~~

~~— B. "Board" means the Utah State Board of Education. The Board is the primary beneficiary representative and advocate for beneficiaries of the School Trust corpus and the School LAND Trust Program.~~

~~— C. "Chartering Entity" means the school district, Board, university, or other entity authorized to charter a charter school.~~

~~— D. "Charter trust land council" means a council comprised of a two person majority of elected parents or guardians of students attending the charter school and may include other members, as determined by the board of the charter school. The governing board of a charter school may serve as a charter trust land council if the board membership includes at least two more parents or guardians of students currently enrolled at the school than all other members combined consistent with Section 53A-16-101.5. If not, the board of the charter school shall develop a school policy governing the election of a charter trust land council. R277-491 does not apply to charter trust land councils.~~

~~— E. "Councils" means school community councils and charter trust lands councils.~~

~~— F. "Fall enrollment report" means the audited census of students registered in Utah public schools as reported in the audited October 1 Fall Enrollment Report from the previous year.~~

~~— G. "Funds" means interest and dividend income as defined under Section 53A-16-101.5(2).~~

~~— H. "Interest and Dividends Account" means a restricted account within the Uniform School Fund created under Section 53A-16-101 established to collect interest and dividends from the permanent State School Fund until the end of the fiscal year. The USOE distributes funds to school districts, charter schools and the USDB through the School LAND Trust Program at the beginning of the next fiscal year.~~

~~— I. "Local board of education" means the locally-elected board designated in Section 53A-3-101 that makes decisions and directs the actions of local school districts, and which approves School LAND Trust plans for schools under the local board's authority.~~

~~— J. "Most critical academic needs" for purposes of this rule means academic needs identified in an individual school's improvement plan developed consistent with Section 53A-1a-108.5 or identified in the school charter.~~

~~— K. "Principal" means an administrator licensed as a principal~~

~~in the state of Utah and employed in that capacity at a school. For the purposes of this rule, "principal" includes the director of a charter school. "Principal" also includes a specific designee of the principal.~~

~~L. "School Children's Trust Director" means the Director appointed by the Board under Section 53A-16-101.6 to assist the Board in fulfilling its duties as primary beneficiary representative for trust lands and funds.~~

~~M. "School community council" means the council organized at each school district public school as established in Section 53A-1a-108 and R277-491. The council includes the principal, school employee members and parent members. There shall be at least a two parent member majority.~~

~~N. "State Charter School Board (SCSB)" means the board designated under Section 53A-1a-501.5 that has responsibility for making recommendations regarding the welfare of charter schools to the Board.~~

~~O. "State Superintendent of Public Instruction (Superintendent)" means the individual appointed by the Board as provided for in Section 53A-1-301(1) to administer all programs assigned to the Board in accordance with the policies and the standards established by the Board.~~

~~P. "Student" means a child in public school grades kindergarten through twelve counted on the audited October 1 Fall Enrollment Report of the school district, charter school, or USDB.~~

~~Q. "USDB" means the Utah Schools for the Deaf and the Blind.~~

~~R. "USOE" means the Utah State Office of Education.~~

~~R277-477-2. Authority and Purpose.~~

~~A. This rule is authorized by Utah Constitution Article X, Section 3 which places general control and supervision of the public school system under the Board, by Section 53A-16-101.5(3)(c) which allows the Board to adopt rules regarding the time and manner in which the student count shall be made for allocation of school trust land funds, and by Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.~~

~~B. The purpose of this rule is to:~~

~~(1) provide financial resources to public schools to enhance or improve student academic achievement and implement an academic component of the school improvement plan;~~

~~(2) involve parents and guardians of a school's students in decision making regarding the expenditure of School LAND Trust Program money allocated to the school;~~

~~(3) provide direction in the distribution from the Interest and Dividends Account created in Section 53A-16-101 and funded in Section 53A-16-101.5(2);~~

~~(4) provide for appropriate and adequate oversight of the~~

~~expenditure and use of School LAND Trust monies by designated local boards of education, chartering entities, and the Board;~~

~~—— (5) provide for:~~

~~—— (a) appropriate and timely distribution of School LAND Trust funds;~~

~~—— (b) accountability of councils for notice to school community members and appropriate use of funds;~~

~~—— (c) independent oversight of the agencies managing school trust lands and the permanent State School Fund to ensure those trust assets are managed prudently, profitably, and in the best interest of the beneficiaries;~~

~~—— (d) representation, advocacy, and information on school trust lands and permanent State School Fund issues to all interested parties including: the School and Institutional Trust Lands Administration, the School and Institutional Trust Lands Board of Trustees, the School and Institutional Trust Fund Office, the School and Institutional Trust Fund Board of Trustees, the Legislature, the Utah Attorney General's office, school community councils, and the general public;~~

~~—— (e) compliance by councils with requirements in statute and Board rule; and~~

~~—— (f) allocation of the monies as provided in Section 53A-16-101.5(3)(c) based on student count.~~

~~—— (6) define the roles, duties, and responsibilities of the School Children's Trust Director within the USOE.~~

~~R277-477-3. Distribution of Funds — Local Board or Local Charter Board Approval of School LAND Trust Plans.~~

~~—— A. All public schools receiving School LAND Trust Program funds shall have a council as required by Sections 53A-1a-108 and R277-491, a charter school trust lands council as required in 53A-16-101.5(7), or have a local board approved exemption under R277-491-3E. District public schools and charter schools shall submit a Principal Assurance Form, as described in R277-491-5A.~~

~~—— B. All charter schools that elect to receive School LAND Trust funds shall have a charter trust lands council, develop an academic plan in accordance with the school charter, and report the date when the charter trust lands council and charter board approved the plan. The principal for each charter school that elects to receive School LAND Trust funds shall submit a plan on the School LAND Trust Program website no later than May 1; newly opening charter schools shall submit plans on the School LAND Trust Program website no later than October 1 in the school's first year.~~

~~—— C. An approving entity shall consider plans annually and may approve or disapprove a school plan. If the approving entity does not approve a plan, the approving entity shall provide a written explanation explaining why the plan was not approved and request~~

~~that the school revise the plan, consistent with Section 53A-16-101.5.~~

~~D. The principal for each public school shall provide information on each school's plan to address most critical academic needs and complete the USOE-provided form via the School LAND Trust website.~~

~~(1) Along with each plan, the principal shall submit a record of the vote by the school community council or charter trust land council approving the school plan.~~

~~(2) The approval shall include the date of the vote, votes for, against, and absent, consistent with Section 53A-16-101.5.~~

~~E. To facilitate schools' submission of information, each local board of education shall establish a school district submission date for the school district schools not later than May 1 of each year. Timelines shall allow for school community council reconsideration and amendment of the school plans if the approving entity rejects a plan.~~

~~F. The USOE shall only distribute funds to schools with plans approved by the approving entity.~~

~~G. Approving entity responsibilities:~~

~~(1) Principals shall show at least one of the training DVDs available on the School LAND Trust website in at least one school faculty meeting annually. In the same meeting, the principal shall explain how the school is spending its School LAND Trust funds.~~

~~(2) Prior to approval of school plans, the approving entity shall ensure that plans include academic goals, specific steps to meet those goals, measurements to assess improvement and specific expenditures focused on student academic improvement.~~

~~(3) The USOE shall not distribute funds until a school has an approved plan to use funds to enhance or improve a school's academic excellence consistent with Section 53A-16-101.5 and R277-477.~~

~~(4) The School Children's Trust Director shall review and approve all charter school plans on behalf of the SCSB. The School Children's Trust Director shall also provide notice as necessary to the SCSB of changes required of charter schools for compliance with state law and Board rule.~~

~~R277-477-4. Appropriate Use of School LAND Trust Program Funds.~~

~~A. Examples of successful plans using School LAND Trust Program monies include programs focused on:~~

~~(1) credit recovery courses and programs;~~

~~(2) study skills classes;~~

~~(3) college entrance exam preparation classes;~~

~~(4) academic field trips;~~

~~(5) classroom equipment and materials such as flashcards, math manipulatives, calculators, microscopes, maps or books;~~

- ~~—— (6) teachers, teacher aides, and student tutors;~~
- ~~—— (7) professional development directly tied to school academic goals;~~
- ~~—— (8) student focused educational technology, including hardware and software, computer carts and work stations;~~
- ~~—— (9) books, textbooks, workbooks, library books, bookcases, and audio-visual materials;~~
- ~~—— (10) student planners; and~~
- ~~—— (11) nominal student incentives that are academic in nature or of marginal total cost.~~

~~—— B. Examples of plans ineligible for School LAND Trust Program funding include:~~

- ~~—— (1) security;~~
- ~~—— (2) phone, cell phone, electric, and other utility costs;~~
- ~~—— (3) sports and playground equipment;~~
- ~~—— (4) athletic or intermural programs;~~
- ~~—— (5) extra-curricular non-academic expenditures;~~
- ~~—— (6) audio-visual systems in non-classroom locations;~~
- ~~—— (7) non-academic field trips;~~
- ~~—— (8) food and drink for council meetings or parent nights;~~
- ~~—— (9) printing and mailing costs for notices to parents;~~
- ~~—— (10) accreditation, administrative, clerical, or secretarial costs;~~
- ~~—— (11) cash or cash equivalent incentives for students;~~
- ~~—— (12) other furniture;~~
- ~~—— (13) staff bonuses; and~~
- ~~—— (14) similar non-instructional items or programs.~~

~~—— C. Each school plan may budget and spend no more than the lesser of \$5,000 or 20 percent of the annual allocation of School LAND Trust funds for in-school civic and character education including student leadership skills training and positive behavior intervention. A school may designate funds for these programs/activities only if the plan clearly describes how these activities/programs directly affect student academic achievement.~~

~~—— D. Schools that are specifically designated to serve students with disabilities may use funds as needed to directly influence and improve student performance according to the students' Individual Education Plans (IEPs).~~

~~—— E. The school trust is intended to benefit all of Utah's school children. The Board encourages councils to design and implement plans in a way that benefits all children at each school.~~

~~—— F. School districts and charter schools choosing to submit information to the School LAND Trust website through a comprehensive electronic plan shall satisfy standards for programming and data entry required by the USOE. They shall review School LAND Trust plans on the USOE website prior to local board of education or chartering entity approval to ensure information~~

~~consistent with the law has been downloaded by individual schools into the electronic plan visible on the School LAND Trust Program website.~~

~~G. Principals shall ensure that all council members have the opportunity to sign the form indicating their involvement in implementing the current School LAND Trust plan and developing the school plan for the upcoming year. A principal shall upload the form to the database.~~

~~H. Prior to approval of the School LAND Trust plans, the president or chair of an approving entity shall ensure that the members of the approving entity receive annual training on the requirements of Section 53A-16-101.5.~~

~~I. When approving school plans on the School LAND Trust Program website, the approving entity shall report the meeting date(s) when the approving entity approved the plans.~~

~~R277-477-5. Distribution of Funds - Determination of Proportionate Share.~~

~~A. A designated amount appropriated by the Legislature from the Interest and Dividends Account shall fund the School Children's Trust Section, the administration of the program and other duties outlined in this rule and Sections 53A-16-101.5 and 53A-16-101.6. The USOE shall deposit any unused balance initially allocated for School LAND Trust Program administration in the Interest and Dividends Account for future distribution to schools through the School LAND Trust Program.~~

~~B. The USOE, through the School LAND Trust Program, shall distribute funds to school districts and charter schools as provided under Section 53A-16-101.5(3)(a). The USOE shall base the distribution on the state's total fall enrollment as reflected in the audited October 1 Fall Enrollment Report from the previous school year.~~

~~C. Each school district shall distribute funds received under R277-477-3A to each school within each school district on an equal per student basis.~~

~~D. Local boards of education shall adjust distributions, maintaining an equal per student distribution within a school district, for school openings and closures and for boundary changes occurring after the audited October 1 Fall Enrollment Report of the prior year.~~

~~E. The USOE shall fund charter schools on a per pupil basis, provided that each charter school, including newly opening charter schools, receives at least 0.4 percent of the total available to charter schools as a group. A newly opening charter school shall receive the greater of 0.4 percent of the total available to charter schools as a group or the per pupil amount based on the school's estimated enrollment. The USOE shall allocate the~~

~~remainder of the distribution to charter schools on a per pupil basis to all charter schools that receive an amount greater than the base 0.4 percent amount. The USOE shall increase or decrease a newly opening charter school's enrollment in the school's second year to reflect the school's actual initial October 1 enrollment.~~

~~F. If a school chooses not to apply for School LAND Trust Program funds or does not meet the requirements for receiving funds, the USOE shall retain the funds allocated for that school and include those funds in the statewide distribution for the following school year.~~

~~G. Local boards of education and school districts shall ensure timely notification to chairs and principals of the availability of the funds to schools with approved plans.~~

~~H. The School Children's Trust Director shall review and approve all plans submitted by the USDB governing board as necessary.~~

~~R277-477-6. School LAND Trust Program: Implementation of Plans and Required Reporting.~~

~~A. Schools shall make full good faith efforts to implement plans as approved.~~

~~B. The school community council or charter school trust land council may amend a current year plan when necessary. The council shall amend the plan by a majority vote of a quorum of the council. The principal shall amend the school plan on the School LAND Trust website. The approving entity shall consider the amendment for approval, and approve amendments before funds are spent according to the amendment.~~

~~C. A school may carryover funds not used in the school approved plan to the next school year and add those funds to the School LAND Trust Program funds available for expenditure in the school the following year.~~

~~D. Schools shall provide an explanation for any carry over that exceeds one-tenth of the school's allocation in a single year in the school plan or report. The USOE shall consider districts and schools with consistently large carryover balances over multiple years as not making adequate and appropriate progress on their approved plans. The USOE may direct compliance reviews and corrective action.~~

~~E. Approval of school plans on the School LAND Trust website affirms that the approving entity has reviewed the plans and that the plans meet the requirements of Section 53A-1a-105 and R277-477.~~

~~F. District and charter school business officials shall enter prior year audited expenditures by category on the School LAND Trust website on or before October 15th. The expenditure data shall appear in the final reports submitted online by principals for reporting to parents as required in Section 53A-1a-108.~~

~~— G. Principals shall submit final reports on the School LAND Trust website by October 20 annually.~~

~~R277-477-7. School LAND Trust Program - School Children's Trust to Review Compliance.~~

~~— A. The School Children's Trust Section staff shall review each school final report for consistency with the approved school plan.~~

~~— B. The School Children's Trust Section staff shall create a list of all schools whose final reports indicate that funds from the School LAND Trust Program were expended inconsistent with the requirements and academic intent of the law, inconsistent with R277-477 or R277-491, or inconsistent with the local board of education/charter board approved plan. The School Children's Trust Section staff shall report this list of schools to the district contact, district superintendent, and local board of education or charter board president annually.~~

~~— C. USOE staff may visit schools receiving funds from the School LAND Trust Program to discuss the program, receive information and suggestions, provide training, and answer questions.~~

~~— D. The School Children's Trust Director shall supervise annual compliance reviews to review expenditure of funds relative to the approved plan and allowable expenses.~~

~~— E. The School Children's Trust Director shall report annually to the Board Audit Committee on compliance review findings and other compliance issues. The Board Audit Committee shall make determinations regarding questioned costs and corrective action, following review and consideration of compliance and financial reviews conducted by the School Children's Trust Section staff.~~

~~— F. The Board Audit Committee may recommend to the Board that the Board reduce or eliminate funds if a school fails to comply with Utah law or Board rule. The Board may require that the school reimburse the School LAND Trust Program for any inappropriate expenditures.~~

~~R277-477-8. School Children's Trust Director - Other Provisions.~~

~~— A. The Director shall have professional qualifications and expertise in the areas generating revenue to the trust, including economics, energy development, finance, investments, public education, real estate, renewable resources, risk management, and trust law, as provided in 53A-16-101.6(3)(b).~~

~~— B. The Director shall report to the Board Audit Committee monthly. The Director shall report day to day to the Superintendent or Superintendent's designee and has responsibilities as outlined in Sections 53A-16-101.5 and 53A-16-101.6.~~

~~— C. The employees of the section report to the Director, who shall carry out the policy direction of the Board under law and~~

~~faithfully adhere to the Board-approved budget.~~

~~—— D. The School Children's Trust Director shall submit a draft section budget to the Board Audit Committee annually, consistent with Section 53A-16-101.6(5)(a).~~

~~—— E. The School Children's Trust Director shall include in the draft budget a proposed School LAND Trust Program and school community council training schedule, as described in Section 53A-16-101.6(11).~~

~~—— F. The Board Audit Committee may discuss or approve, or both, the School Children's Trust budget in an open portion of the Board Audit Committee meeting.~~

~~—— G. The Board, consistent with Section 53A-16-101.6(5)(b), shall propose an approved budget to the Legislature.]~~

1 **Education, Administration.**

2 **R277-477. Distributions of Funds from the Interest and**
3 **Dividends Account and Administration of the School LAND Trust**
4 **Program.**

5 **R277-477-1. Authority and Purpose.**

6 (1) This rule is authorized by:

7 (a) Utah Constitution Article X, Section 3, which places
8 general control and supervision of the public school system
9 under the Board;

10 (b) Subsection 53A-16-101.5(3), which allows the Board to
11 adopt rules regarding the time and manner in which a student
12 count shall be made for allocation of funds; and

13 (c) Subsection 53A-1-401(3), which allows the Board to
14 adopt rules in accordance with its responsibilities.

15 (2) The Board is the primary beneficiary representative
16 and advocate for the beneficiaries of the School Trust corpus
17 and the School LAND Trust Program.

18 (3) The purpose of this rule is to:

19 (a) provide financial resources to public schools to
20 implement a component of a school's improvement plan or
21 charter document in order to enhance and improve student
22 academic achievement;

23 (b) provide a means to involve parents and guardians of
24 a school's students in decision-making regarding the
25 expenditure of School LAND Trust Program funds allocated to
26 the school;

27 (c) provide direction in the distribution of funds from
28 the Interest and Dividends Account, as funded in Subsection
29 53A-16-101.5(3);

30 (d) provide for appropriate and adequate oversight of the
31 expenditure and use of funds by designated local boards of
32 education, approving entities, and the Board;

33 (e) provide for proper allocation of funds as stated in
34 Subsections 53A-16-101.5(3) and (4), and the appropriate and

35 timely distribution of the funds;

36 (f) enforce compliance with statutory and Board rule
37 requirements, including the responsibility for a school
38 community council to notify school community members regarding
39 the use of funds; and

40 (g) define the roles, duties, and responsibilities of the
41 School Children's Trust Director within the USOE.

42 **R277-477-2. Definitions.**

43 (1) "Approving entity" means an LEA governing board,
44 university, or other legally authorized entity that approves
45 or rejects plans for a district or charter school.

46 (2) "Board" means the Utah State Board of Education.

47 (3) (a) "Charter trust land council" means a council
48 comprised of a two person majority of elected parents or
49 guardians of students attending the charter school convened to
50 act in lieu of the school community council for the charter
51 school.

52 (b) "Charter trust land council" includes a charter
53 school governing board when it meets the two-parent majority
54 requirement and where the charter school governing board has
55 chosen to serve as the charter trust land council.

56 (4) "Council" means a school community council or a
57 charter trust land council.

58 (5) "Digital citizenship" means the norms of appropriate,
59 responsible, and healthy behavior related to technology use,
60 including digital literacy, ethics, etiquette, and security.

61 (6) "Fall enrollment report" means the audited census of
62 students registered in Utah public schools as reported in the
63 audited October 1 Fall Enrollment Report of the previous year.

64 (7) "Funds" means interest and dividends income as
65 defined in Subsection 53A-16-101.5(3).

66 (8) "Interest and Dividends Account" means the restricted
67 account within the Uniform School Fund created under

68 Subsection 53A-16-101(2).

69 (9) "Most critical academic need" means an academic need
70 identified in an individual school's improvement plan or
71 school's charter.

72 (10) (a) "Principal" means an administrator licensed as a
73 principal in the state of Utah and employed in that capacity
74 at a school.

75 (b) "Principal" includes the director of a charter
76 school.

77 (11) "School Children's Trust Director" means the
78 Director appointed by the Board under Section 53A-16-101.6.

79 (12) "Student" means a child in public school grades
80 kindergarten through twelve counted on the audited October 1
81 Fall Enrollment Report of a school district, charter school,
82 or USDB.

83 **R277-477-3. Distribution of Funds - Local Board or Local**
84 **Charter Board Approval of School LAND Trust Plans.**

85 (1) A public school receiving School LAND Trust Program
86 funds shall have:

87 (a) a school community council as required by Section
88 53A-1a-108 and R277-491;

89 (b) a charter school trust land council as required by
90 Section 53A-156-101.5(7); or

91 (c) an approved exemption under this rule.

92 (2) A public school receiving School LAND Trust Program
93 funds shall submit a principal assurance form, as described in
94 R277-491-5 and 53A-16-101.5(5)(c), prior to the public school
95 receiving a distribution of School LAND Trust Program funds.

96 (3) A charter school that elects to receive School LAND
97 Trust funds shall:

98 (a) have a charter trust land council;

99 (b) be subject to Section 53A-1a-108.1 if the charter
100 trust land council is not a charter school governing board;

101 and

102 (c) receive training about Section 53A-1a-108.1.

103 (4) A charter school that is a small or special school
104 may receive an exemption from the charter land trust council
105 composition requirements contained in Subsection
106 53A-16-101.5(9) upon application to the State Charter School
107 Board if the small or special school demonstrates and
108 documents a good faith effort to recruit members to the
109 charter trust land council.

110 (5) The principal of a charter school that elects to
111 receive School LAND Trust funds shall submit a plan to the
112 School Children's Trust Section on the School LAND Trust
113 website:

114 (a) no later than April 1; or

115 (b) for a newly opening charter school, no later than
116 November 1 in the school's first year in order to receive
117 funding in the year the newly opening charter school opens.

118 (6) The charter trust land council shall:

119 (a) provide education to students and parents about
120 digital citizenship; and

121 (b) partner with the school's principal and other
122 administrators to ensure that adequate on and off campus
123 internet filtering is installed and consistently configured to
124 prevent viewing of harmful content by students and school
125 personnel, as required by Section 53A-1a-108.

126 (7) (a) An approving entity:

127 (i) shall consider plans annually; and

128 (ii) may approve or disapprove a school plan.

129 (b) If an approving entity does not approve a plan, the
130 approving entity shall:

131 (i) provide a written explanation why the approving
132 entity did not approve the plan; and

133 (ii) request that the school revise the plan, consistent
134 with Section 53A-16-101.5.

135 (8) (a) To receive funds, the principal for a public
136 school shall submit a School LAND Trust plan annually through
137 the USOE-provided website using the form provided.

138 (b) The Board may grant an exemption from an school using
139 the USOE-provided form, described in Subsection (8) (a), on a
140 case-by-case basis.

141 (9) The School LAND Trust plan described in Subsection
142 (8) (a) shall include:

143 (a) information regarding how a school plans to use funds
144 to address the school's most critical academic needs;

145 (b) a record of the vote by the council approving the
146 plan, including the number of votes for, against, and absent,
147 consistent with Section 53A-16-101.5; and

148 (c) the date the council voted to approve the plan.

149 (10) (a) A council member shall have the opportunity to
150 provide a digital signature indicating his or her involvement
151 in implementing the current School LAND Trust plan and
152 developing the school plan for the upcoming year.

153 (b) Entering the council member's name and email address
154 into the Council Membership and Signature Form page on the
155 School LAND Trust website and using that system to collect the
156 digital signature shall suffice to meet the requirements of
157 this subsection.

158 (c) An LEA or district school, upon the permission of the
159 LEA's governing board, may design the LEA or district school's
160 own form to collect the information required by this
161 subsection.

162 (11) (a) An LEA governing board shall establish a
163 timeline, including a deadline, for a school to submit the
164 school's School LAND Trust plan.

165 (b) The deadline described in Subsection (11) (a) may be
166 no later than May 1 of each year.

167 (c) Timelines set by an LEA governing board shall allow
168 for council reconsideration and amendment of the School LAND

169 Trust plan if the local school board rejects a plan.

170 (12) The USOE shall only distribute funds to a school
171 with an approved School LAND Trust plan and which meets all
172 other requirements.

173 (13) (a) An approving entity shall require a principal to
174 perform the following tasks in a faculty meeting annually:

175 (i) explain how the school is spending the school's funds
176 for that year; and

177 (ii) show at least one of the training DVDs/videos
178 available on the School LAND Trust website.

179 (b) An approving entity shall review all School LAND
180 Trust plans under the approving entity's purview to confirm
181 that each School LAND Trust plan contains:

182 (i) academic goals;

183 (ii) specific steps to meet the academic goals described
184 in Subsection (13) (b) (i);

185 (iii) measurements to assess improvement; and

186 (iv) specific expenditures focused on student academic
187 improvement prior to approving a plan.

188 (c) Although the Superintendent will review each School
189 LAND Trust plan for compliance with Utah Code and Board rules,
190 it is ultimately the responsibility of the approving entity to
191 determine whether a particular School LAND Trust plan is
192 consistent with the approving entity's pedagogy, programs, and
193 curriculum.

194 (d) Prior to approving a School LAND Trust plan, the
195 president or chair of the approving entity shall provide
196 training on the requirements of Section 53A-16-101.5 to the
197 members of the approving entity annually.

198 **R277-477-4. Appropriate Use of School LAND Trust Program**
199 **Funds.**

200 (1) Acceptable uses of School LAND Trust Program funds
201 include the following:

202 (a) credit recovery courses and programs;
203 (b) study skills classes;
204 (c) college entrance exam preparation classes;
205 (d) academic field trips;
206 (e) classroom equipment and materials, such as
207 flashcards, math manipulatives, calculators, microscopes,
208 maps, or books;
209 (f) teachers, teacher aides, tutors, and other personnel
210 as long as any employee paid out of School LAND Trust funds
211 spends at least 75 percent of his or her time interacting
212 with, instructing, or preparing to instruct students in an
213 approved academic area;
214 (g) professional development directly tied to school
215 academic goals, including faculty meals, per diem, and travel
216 required as a part of a professional development program;
217 (h) student focused educational technology, including
218 hardware and software, computer carts, work stations,
219 projectors, and smart boards.
220 (i) books, textbooks, workbooks, library books,
221 bookcases, magazines, and audio-visual materials;
222 (j) student planners;
223 (k) nominal student incentives that are academic in
224 nature or of nominal total cost;
225 (l) stipends to teachers for additional work to prepare
226 and perform duties related to programs funded by a school's
227 approved plan;
228 (m) costs to install, maintain, and repair approved
229 technology purchased with School LAND Trust funds;
230 (n) snacks for students if the snacks are:
231 (i) of nominal total cost; and
232 (ii) provided as part of an after-school tutoring or
233 other approved after-school program;
234 (o) paper and ink for printing materials related to
235 programs funded by the School LAND Trust plan; and

236 (p) transportation costs (i.e. busses home) for students
237 participating in an after-school tutoring or other approved
238 after-school program.

239 (2) Expenditures ineligible for School LAND Trust Program
240 funding include the following:

241 (a) security costs;

242 (b) phone, cell phone, electric, HVAC, and other utility
243 or facility, buildings, and maintenance costs;

244 (c) sports and playground equipment;

245 (d) athletic or intermural programs;

246 (e) extra-curricular non-academic expenditures;

247 (f) audio-visual systems in non-classroom locations;

248 (g) non-academic field trips;

249 (h) expenses for council meetings, parent nights,
250 orientations, training, or similar meetings or events;

251 (i) mailing costs;

252 (j) accreditation, administrative, clerical, technical
253 support or maintenance, including repairs of items not
254 purchased with School LAND Trust funds, or secretarial costs;

255 (k) cash or cash equivalent incentives, including gift
256 cards of any type regardless of the recipient;

257 (l) furniture;

258 (m) staff bonuses;

259 (n) wireless internet access points or other
260 technological infrastructure;

261 (o) subscription, registration, or similar costs for
262 Advanced Placement, International Baccalaureate, or similar
263 programs;

264 (p) faculty retreats and/or team building exercises;

265 (q) assemblies;

266 (r) student scholarships, including scholarships for
267 Sterling Scholar, AP/IB or similar tests, or SAT/ACT or other
268 similar college entrance exams;

269 (s) printer and copier machines;

270 (t) accreditation costs;

271 (u) clothing, costumes, uniforms, and similar items;

272 (v) school counselors, except to implement a program
273 approved by R277-477-4; and

274 (w) similar non-instructional items or programs.

275 (3) (a) A School LAND Trust plan may budget and spend no
276 more than the lesser of \$5,000 or 20 percent of the school's
277 annual allocation of funds for in-school civic and character
278 education, including student leadership skills training and
279 positive behavior intervention.

280 (b) A school may designate funds for an in-school civic
281 and character education program or activity if the plan
282 clearly describes how the program or activity will directly
283 affect student academic achievement.

284 (c) A school may use a funds to provide digital
285 citizenship training as described in Subsection 53A-1-705(3),
286 R277-477-3, and R277-491-7.

287 (d) Notwithstanding other provisions in this Rule,
288 schools that are specifically designated to serve students
289 with disabilities may use funds as needed to implement a
290 student's Individual Education Plan.

291 **R277-477-5. Distribution of Funds - Determination of**
292 **Proportionate Share.**

293 (1) A designated amount appropriated by the Legislature
294 from the Interest and Dividends Account shall fund the School
295 Children's Trust Section, the administration of the School
296 LAND Trust program, and other duties outlined in this rule and
297 Sections 53A-16-101.5 and 53A-16-101.6.

298 (2) The Superintendent shall deposit any unused balance
299 initially allocated for the School Children's Trust Section in
300 the Interest and Dividends Account for future distribution to
301 schools through the School LAND Trust Program.

302 (3) (a) The Superintendent, through the School LAND Trust

303 Program, shall distribute funds to school districts and
304 charter schools as provided under Subsection 53A-16-101.5(4).

305 (b) The Superintendent shall base the distribution on the
306 state's total fall enrollment as reflected in the audited
307 October 1 Fall Enrollment Report from the previous school
308 year.

309 (4) Allocation of funds within a school district shall
310 proceed as follows:

311 (a) A school district shall distribute funds received
312 from the School LAND Trust Program to each school within each
313 school district on an equal per student basis.

314 (b) A Local board of education shall adjust distributions
315 as necessary to maintain an equal per student distribution
316 within a school district based on school openings and
317 closings, boundary changes, and other enrollment changes
318 occurring after the audited October 1 Fall Enrollment Report
319 of the prior year.

320 (5) (a) The USOE shall fund charter schools on a per pupil
321 basis, provided that each charter school receives at least 0.4
322 percent of the total payment available to charter schools as
323 a group (the "charter base payment").

324 (b) The Superintendent shall allocate the remainder of the
325 distribution to charter schools on a per pupil basis to all
326 charter schools that receive an amount greater than the
327 charter base payment.

328 (c) A newly opening charter school shall be funded as
329 follows:

330 (i) The school will receive the charter base payment at
331 the time all other charter schools receive funding.

332 (ii) Once the newly opened charter school's October 1
333 enrollment numbers for that year have been verified, the
334 school will receive total funding equal to the greater of:

335 (A) the charter base payment already received; or

336 (B) the per pupil amount based on the school's October 1

337 enrollment numbers.

338 (6) If a school chooses not to apply for funds or does
339 not meet the requirements for receiving funds, the USOE shall
340 retain the funds allocated for that school and include those
341 funds in the statewide distribution for the following school
342 year.

343 **R277-477-6. School LAND Trust Program - Implementation of**
344 **Plans and Required Reporting.**

345 (1) Schools shall implement their plans as approved.

346 (2)(a) A council may amend a current year plan when
347 necessary.

348 (b) Amendments shall be made by a majority vote of a
349 quorum of the council.

350 (c) The principal shall submit the amendment through the
351 School LAND Trust website for approval, including the date the
352 council approved the amendment and the number of votes for,
353 against, and absent.

354 (d) The approving entity shall consider the amendment for
355 approval, and approve amendments before funds are spent
356 according to the amendment.

357 (e) The School Children's Trust Section will review all
358 amendments for compliance with Utah Code and Board rules
359 before funds are spent according to the amendment.

360 (3)(a) A school shall provide an explanation for any
361 carryover that exceeds one-tenth of the school's allocation in
362 a given year in the School LAND Trust Plan and/or final
363 report.

364 (b) The USOE shall consider districts and schools with
365 consistently large carryover balances over multiple years as
366 not making adequate and appropriate progress on approved
367 plans.

368 (c) The Board may take corrective action to remedy
369 excessive carryover balances as outlined in R277-477-9.

370 (4) By approving a plan on the School LAND Trust website,
371 the approving entity affirms that it has reviewed the plan and
372 that the plan meets the requirements of Utah Code and Board
373 rule.

374 (5) District and charter school business officials shall
375 enter prior year audited expenditures by specific category on
376 the School LAND Trust website on or before October 1st. The
377 expenditure data shall appear in the final reports submitted
378 online by principals, as required by 53A-16-101.5.

379 (6) Principals shall submit final reports on the School
380 LAND Trust website by October 20 annually.

381 **R277-477-7. School LAND Trust Program - School Children's**
382 **Trust Section to Review Compliance.**

383 (1) (a) The School Children's Trust Section shall review
384 each school final report for consistency with the approved
385 school plan.

386 (b) The School Children's Trust Section shall create a
387 list of all schools whose final reports indicate that funds
388 from the School LAND Trust Program were expended inconsistent
389 with the Utah Code, Board rule, or the school's approved plan.

390 (c) The School Children's Trust Section shall report this
391 list of schools to the school district contact person,
392 district superintendent, and president of the local board of
393 education or charter board, as applicable, annually.

394 (2) The School Children's Trust Section may visit schools
395 receiving funds from the School LAND Trust Program to discuss
396 the program, receive information and suggestions, provide
397 training, and answer questions.

398 (3) (a) The School Children's Trust Director shall
399 supervise annual compliance reviews to review expenditure of
400 funds consistent with the approved plan, allowable expenses,
401 and the law.

402 (b) The School Children's Trust Director shall report

403 annually to the Board Audit Committee on compliance review
404 findings and other compliance issues.

405 (c) After receiving this report and any other relevant
406 information requested by the committee, the Board Audit
407 Committee may make determinations regarding questioned costs
408 and corrective action.

409 (d) The Board Audit Committee may recommend to the Board
410 that the Board reduce or eliminate funds if a school fails to
411 comply with the law or Board rule. The Board may require that
412 the school reimburse the School LAND Trust Program for any
413 inappropriate expenditures, or take any other action as
414 outlined in R277-477-9.

415 **R277-477-8. School Children's Trust Director - Other**
416 **Provisions.**

417 (1) The School Children's Trust Director shall have
418 professional qualifications and expertise in the areas
419 generating revenue to the trust, including economics, energy
420 development, finance, investments, public education, real
421 estate, renewable resources, risk management, and trust law,
422 as provided in Subsection 53A-15-101.6(3)(b).

423 (2) Reporting:

424 (a) The School Children's Trust Director is an employee
425 of the Board, pursuant to Section 53A-16-101.6 and Board
426 bylaws.

427 (b) The School Children's Trust Director shall report to
428 the Board Audit Committee monthly.

429 (c) The School Children's Trust Director shall report
430 day-to-day to the State Superintendent or his or her designee,
431 and has responsibilities as outlined in Sections 53A-16-101.5
432 and 53A-16-101.6.

433 (3) Budget:

434 (a) The School Children's Trust Director shall submit a
435 draft section budget to the Board Audit Committee annually,

436 consistent with Subsection 53A-15-101.6(5) (a).

437 (b) The School Children's Trust Director shall include in
438 the draft budget a proposed School LAND Trust Program and
439 school community council training schedule, as described in
440 53A-16.101.6(13).

441 (c) The Board, consistent with Subsection
442 53A-16-101.6(5) (b), will propose an approved budget to the
443 Legislature.

444 (4) Other School Children's Trust Director duties
445 include:

446 (a) assisting the Board as needed as its designee in
447 fulfilling its duties as primary beneficiary representative
448 for school trust lands and funds;

449 (b) providing independent oversight of the agencies
450 managing school trust lands and the permanent State School
451 Fund to ensure the trust assets are managed prudently,
452 profitably, and in the best interest of the beneficiaries;

453 (c) representing, advocating, and providing information
454 on school trust lands and the permanent State School Fund
455 issues to all interested parties including: the School and
456 Institutional Trust Lands Administration, the School and
457 Institutional Trust Lands Board of Trustees, the School and
458 Institutional Trust Fund Office, the School and Institutional
459 Trust Fund Board of Trustees, the Legislature, the Utah
460 Attorney General's office, councils, and the general public;

461 (d) reviewing and approving all charter school plans on
462 behalf of the State Charter School Board;

463 (e) providing notice as necessary to the State Charter
464 School Board of changes required of charter schools for
465 compliance with state law and Board rule;

466 (f) reviewing and approving all plans submitted by the
467 USDB governing board as necessary; and

468 (g) carrying out the policy direction of the Board under
469 law and faithfully adhere to the Board-approved budget.

470 (5) The employees of the School Children's Trust Section
471 report to the School Children's Trust Director.

472 **R277-477-9. Failure to Comply with Rule.**

473 (1) If a local school board, school district, district or
474 charter school, or council fails to comply with the provisions
475 of this rule, the School Children's Trust Director appointed
476 under Section 53A-16-101.6 may report such failure to the
477 Audit Committee of the Utah State Board of Education.

478 (2) If the Audit Committee of the Board finds that any
479 local school board, school district, district or charter
480 school, or council failed to comply with provisions of the
481 Utah Code or Board rule, the Audit Committee may recommend
482 that the Board take any or all of the following actions:

483 (a) develop a corrective action plan for the local school
484 board, school district, district or charter school, or
485 council;

486 (b) require the school to reimburse the School LAND Trust
487 Program for any inappropriate expenditures;

488 (c) reduce, eliminate, or withhold future funding; or

489 (d) any other necessary and appropriate corrective
490 action.

491 (3) The Board may, by majority vote, take any of the
492 actions outlined in Subsection R277-477-9(2) to correct or
493 remedy violation(s) of Utah Code or Board rule by a local
494 school board, school district, district or charter school, or
495 council.

496 **KEY: schools, trust lands funds**

497 **Date of Enactment or Last Substantive Amendment: [~~July 8,~~**
498 **~~2014~~2015**

499 **Notice of Continuation: [~~June 10, 2013~~2015**

500 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3;**
501 **53A-16-101.5(3)(c); 53A-1-401(3)**



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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: R277-491 *School Community Councils* (Repeal/Reenact and Continuation)

Background:

1. R277-491 governs the School Children's Trust Section and the School LAND Trust Program. The rule is updated to account for legislation passed during the 2015 Legislative Session, specifically H.B. 213, concerning School Community Council involvement in schools' Internet filtering procedures. Formatting and structural changes are also included.
2. In addition to the amendments to R277-491, the rule is continued consistent with Board policy for continuation of rules and the Utah Administrative Rulemaking Act. The rule was last continued effective May 15, 2013.

Key Points:

1. The revisions:
 - Implement H.B. 213, including providing guidance to School Community Councils on how to participate in overseeing a school's internet filtering procedures.
 - Make formatting and structural changes.
2. R277-491 continues to be necessary because it provides standards and procedures for school community councils to assist them in fulfilling school community council responsibilities.

Anticipated Action:

1. It is proposed that the Law and Licensing Committee consider approving R277-491 on first reading and, if approved by the Committee, the Board consider approving R277-491, as amended, on second reading.
2. It is proposed that the Law and Licensing Committee consider approving R277-491 for continuation on first reading and, if approved by the Committee, the Board consider approving R277-491 for continuation on second reading.

Contact: Angie Stallings , 801-538-7550
Tim Donaldson, 801-538-7709
Aaron Garrett, 801-538-7533

R277. Education, Administration.

~~[R277-491. School Community Councils.~~

~~R277-491-1. Definitions.~~

~~— A. "Board" means the Utah State Board of Education.~~

~~— B. "Candidate" means a parent or school employee who has filed for election to the school community council.~~

~~— C. "Contested race" means the election of members to a school community council when there are more candidates than open positions.~~

~~— D. "Days" means calendar days unless otherwise specifically designated.~~

~~— E. "Educator" means a person employed by the school district where the person's child attends school and who holds a current educator license.~~

~~— F. "Parent" means the parent or legal guardian of a student attending a school district public school.~~

~~— G. "Parent or legal guardian member":~~

~~— (1) means a member of a school community council who is a parent of a student who will be enrolled at the school at any time during the parent's or legal guardian's term of office; and~~

~~— (2) may not include an educator that the school employs.~~

~~— H. "School principal" means the principal of the school or designee as assigned by the principal.~~

~~— I. "School community" means the geographic area the school district designates as the attendance area, with reasonable inclusion of the parents and legal guardians of additional students who currently attend the school.~~

~~— J. "School community council" means the council organized at each school district public school consistent with Section 53A-1a-108 and R277-491. The council includes the principal, school employee members and parent members. Each council shall have at least a two parent member majority.~~

~~— K. "School employee member" means a member of a school community council that the school or school district employs at a school, including the principal.~~

~~— L. "Student" means a child in public school grades kindergarten through twelve counted on the audited October 1 Fall Enrollment Report.~~

~~— M. "USDB" means the Utah Schools for the Deaf and the Blind.~~

~~— N. "USOE" means the Utah State Office of Education.~~

~~**R277-491-2. Authority and Purpose.**~~

~~— A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, and by Section 53A-1-401(3) which permits the Board to adopt rules in accordance with its responsibilities.~~

~~— B. Local boards of education are responsible for school community council operations, plan approval, oversight, and training.~~

~~— C. The purpose of this rule is to:~~

~~— (1) provide procedures and clarifying information to school~~

~~community councils to assist them in fulfilling school community council responsibilities consistent with Section 53A-1a-108(3);~~

~~(2) provide direction to school districts and schools in establishing and maintaining school community councils whose primary focus is to develop, approve, and assist in implementing school plans, and advising school/school district administrators consistent with Sections 53A-1a-108(3) and 53A-16-101.5;~~

~~(3) provide a framework and support for improved academic achievement of students that is locally driven from within individual schools, through critical review of assessments and other indicators of student success, by establishing meaningful, measurable goals and implementing research-based programs and processes to reach the goals;~~

~~(4) encourage increased participation of the parents, school employees and others that support the purposes of the school community councils;~~

~~(5) encourage compliance with the law; and~~

~~(6) increase public awareness of:~~

~~(a) school trust lands and related land policies;~~

~~(b) management of the permanent State School Fund established in Utah Constitution Article X, Section 5; and~~

~~(c) educational excellence.~~

~~R277-491-3. School Community Council Member Election Provisions.~~

~~A. Each school shall establish a timeline for the election of parent or legal guardian members of a school community council; the timeline shall remain consistent for at least a four-year period.~~

~~B. A school shall hold the election for the parent or legal guardian members of a school community council near the beginning of the school year or in the spring and completed before the last week of school.~~

~~C. If a school holds the election in the spring, the school community council shall attempt to notify parents of incoming students about the opportunity to run for the council, and provide those parents with the opportunity to vote in the election.~~

~~D. A school community council member's term lasts two years. A school community council shall stagger terms so that approximately half of the council positions are elected each year.~~

~~E. A public school that is a secure facility, juvenile detention facility, hospital program school, or other small special program may receive School LAND Trust Program funds without having a school community council if the school demonstrates and documents a good faith effort to recruit members, have meetings and publicize results. The local board of education shall make this determination.~~

~~F. Each school community council shall determine the size of the council by a majority vote of a quorum of council members, provided that the resulting council has at least one employee member, the principal, and a two person majority of parents.~~

~~G. The principal shall provide notice of the school community council elections to the school community at least 10 days prior to~~

~~the elections. The principal shall include in the notice the dates, times, and location of the election, the positions up for election, and information about becoming a candidate.~~

~~H. Parents and guardians may stand for election as parent or guardian members of a school community council at a school consistent with the definition of parent member in R277-491-1G.~~

~~I. The USOE encourages school community councils to establish clear and written timelines and procedures for school community council elections that may include receiving information from applicants in a timely manner.~~

~~J. A school need only conduct an election if the school community council position(s) are contested.~~

~~K. Parents may vote for the school community council parent members if their child(ren) are enrolled at the school, or to the extent possible consistent with R277-491-3C.~~

~~L. School community councils may establish procedures that allow for ballots to be clearly marked and mailed to the school in the case of distances that would otherwise discourage parent participation. Hand-delivered or mailed ballots shall meet the same timelines for voters voting in person.~~

~~M. Entire school districts or schools may allow parents to vote by electronic ballot. The school district or school shall clearly explain on its website the opportunity to vote by electronic means, if allowed by the school district or school.~~

~~N. Following the election, if those taking part in the election elect to the council more parent members who are educators in that district than parents who are not educators in that district, the parents on that council shall appoint additional parent members until the number of parent members who are not educators exceeds the number of parent educators in that district.~~

~~O. School community council members who were duly elected or appointed prior to a subsequent change in law or Board rule may complete the term for which they were elected. All school community council members shall satisfy requirements of Utah law and Board rule in subsequent terms.~~

~~R277-491-4. Local School Board and School District Responsibilities Relating to School Community Councils.~~

~~A. Local boards of education may ask school community councils to address local issues at the school community council level for discussion before bringing the issues to local boards of education. Local boards of education may ask school community councils for information to inform local board decisions.~~

~~B. A local school board, in compliance with Section 53A-1a-108, shall ensure that all council members receive annual training, including training for the chair and vice chair about their specific responsibilities, and about the school community council requirements of Sections 53A-1a-108, 53A-1a-108.1, 53A-16-108.5, and 53A-16-101.5.~~

~~C. A school or school district administrator shall not prohibit or discourage a school community council from discussing~~

~~any issue or concern not prohibited by law and raised by any school community council member.~~

~~R277-491-5. School Community Council Principal Responsibilities.~~

~~A. Following the election, the principal shall enter and electronically sign on the School LAND Trust website a Principal's Assurance Form affirming the school community council's election, that vacancies were filled after the elections, as necessary, and that the school community council's bylaws or procedures comply with Section 53A-1a-108 and R277-477 and R277-491.~~

~~B. A principal may not serve as chair or vice-chair of the school community council.~~

~~C. Annually, on or before October 20, the principal shall provide the following information on the school website, in the school office, and if needed, through a method that the council decides is best for the parents at the school who do not have internet access, and as provided in Section 53A-1a-108 and 53A-1a-108.1:~~

~~(1) A list of the members of the school community council and each member's direct email or phone number, or both;~~

~~(2) The school community council meeting schedule; and~~

~~(3) A summary of the annual report describing how the school used the School LAND Trust Program funds consistent with Section 53A-1a-108.1(5) (b) and R277-477-4C.~~

~~D. Principals shall ensure that school websites fully communicate the opportunities provided to parents to serve on the school community council and how parents can directly influence the expenditure of the School LAND Trust Program funds. Principals shall include on the website each school's dollar amount received each year through the program.~~

~~R277-491-6. School Community Council Chair Responsibilities.~~

~~A. After the council is seated each year, the council shall elect a chair from the parent members and a vice-chair from the parent or school employee members.~~

~~B. The school community council chair or designee shall:~~

~~(1) post the school community council meeting information (time, place and date of meeting; meeting agenda; and previous meeting draft minutes) on the school's website at least one week prior to each meeting;~~

~~(2) set the agenda for every meeting;~~

~~(3) conduct every meeting;~~

~~(4) assure that written minutes are kept consistent with Section 53A-1a-108.1(8);~~

~~(5) inform council members on resources available on the School LAND Trust website;~~

~~(6) assure that the council adopts a set of rules of order and procedures, including procedures for electing the chair and vice-chair, that the chair follows to conduct each meeting. The principal shall post these rules on the school website and make them available at each meeting; and~~

~~(7) welcome and encourage public participation.~~
~~C. School community council responsibilities do not allow for closed meetings, consistent with Section 53A-1a-108.1.~~

~~**R277-491-7. School Community Council Business.**~~

~~A. School community councils shall report on plans, programs, and expenditures at least annually to local boards of education and cooperate with USOE monitoring and audits.~~

~~B. School community councils shall encourage participation on the school community council and may recruit potential applicants to apply for open positions on the council.~~

~~C. The USOE encourages:~~

~~(1) school community councils to establish clear and written procedures governing the removal from office of a member who moves away or consistently does not attend meetings, and additional clarifications to assist in the efficient operation of school community councils, consistent with the law and Board rules; and~~

~~(2) school principals to attend all school community council meetings.~~

~~**R277-491-8. Development of Plans.**~~

~~A. School community council members shall participate fully in the development of various school plans described in Section 53A-1a-108(3) including, at a minimum:~~

~~(1) The School Improvement Plan;~~

~~(2) The School LAND Trust Plan;~~

~~(3) The Reading Achievement Plan (for elementary schools); and~~

~~(4) The Professional Development Plan.~~

~~B. The USOE encourages school community councils to advise and inform elected local school board members and other interested community members regarding the uses of these funds.~~

~~**R277-491-9. Failure to Comply with Rule.**~~

~~A. If a school district, school, or school community council fails to comply with the provisions of this rule, the School Children's Trust Director appointed under Section 53A-16-101.6 may report such failure to the Audit Committee of the Utah State Board of Education.~~

~~B. The Audit Committee of the Utah State Board of Education may recommend to the Board a reduction or elimination of School LAND Trust funds for a school district or school if the Audit Committee finds that the school district, school, or school community council has failed to comply with Utah law or Board rule.]~~

1 **R277. Education, Administration.**

2 **R277-491. School Community Councils.**

3 **R277-491-1. Authority and Purpose.**

4 (1) This rule is authorized by:

5 (a) Utah Constitution Article X, Section 3, which places
6 general control and supervision of the public school system
7 under the Board; and

8 (b) Subsection 53A-1-401(3), which allows the Board to
9 adopt rules in accordance with its responsibilities.

10 (2) The purpose of this rule is to:

11 (a) provide procedures and clarifying information to a
12 school community council to assist the council in fulfilling
13 school community council responsibilities consistent with
14 Sections 53A-1a-108 and 53A-1a-108.1;

15 (b) provide direction to a local board of education,
16 school, and school district in establishing and maintaining a
17 school community council;

18 (c) provide a framework and support for improved academic
19 achievement of students that is locally driven from within an
20 individual school;

21 (d) encourage increased participation of a parent, school
22 employee, and others to support the mission of a school
23 community council;

24 (e) increase public awareness of:

25 (i) school trust lands;

26 (ii) the permanent State School Fund; and

27 (iii) educational excellence; and

28 (f) enforce compliance with the laws governing a school
29 community council.

30 **R277-491-2. Definitions.**

31 (1) "Candidate" means a parent or school employee who
32 files for election to a school community council.

33 (2) "Contested race" means a school community council
34 election where there are more candidates than open positions.

35 (3) "Days" means calendar days unless otherwise
36 specifically designated.

37 (4) "Digital citizenship" means the norms of appropriate,
38 responsible, and healthy behavior related to technology use,
39 including digital literacy, ethics, etiquette, and security.

40 (5) "Educator" means a person employed by the school
41 district where the person's child attends and who holds a
42 current educator license.

43 (6) "Local board of education" means the locally elected
44 school board designated in Section 53A-3-101.

45 (7) "Parent member" means a member of a school community
46 council who is:

47 (a) a parent of a student who is enrolled at the school
48 at any time during the parent's term of office; and

49 (b) not an educator employed at the school.

50 (8) (a) "Principal" means an administrator licensed as a
51 principal in the state and employed in that capacity at a
52 school.

53 (b) "Principal" also includes a specific designee of the
54 principal.

55 (9) "School community" means the geographic area a school
56 district designates as the attendance area, with reasonable
57 inclusion of a parent of students who attends the school but
58 lives outside the attendance area.

59 (10) "School employee member" means a member of a school
60 community council that the school or school district employs
61 at a school, including the principal.

62 (11) "Student" means a child in a public school, grades
63 kindergarten through twelve, counted on the audited October 1
64 Fall Enrollment Report.

65 **R277-491-3. School Community Council Member Election**
66 **Provisions.**

67 (1) (a) A school shall establish a timeline for a school
68 community council election of parent members.

69 (b) The timeline shall remain consistent for at least a
70 four year period.

71 (2) A school shall hold the election for the parent
72 members of a school community council either:

73 (a) in the fall, near the beginning of the school year;
74 or

75 (b) in the spring, prior to the last week of school.

76 (3) If a school holds the election in the spring, the
77 school community council shall:

78 (a) attempt to notify parents of incoming students about
79 the opportunity to run for the council; and

80 (b) provide those parents with an opportunity to vote in
81 the election.

82 (4) (a) A school community council member's term lasts two
83 years.

84 (b) A school community council shall stagger terms so
85 that the election of approximately half of the school
86 community council positions occurs each year.

87 (5) Each school community council shall determine the
88 size of the council by majority vote, provided that the
89 resulting council has at least one employee member, the
90 principal, and a two person majority of parents.

91 (6) (a) The principal shall provide notice of the school
92 community council election to the school community at least
93 ten days prior to the election.

94 (b) The notice shall include:

95 (i) the date of the election;

96 (ii) the time during which a ballot may be cast;

97 (iii) the location where a ballot may be cast;

98 (iv) the means by which a ballot may be cast, whether in
99 person, by mail, or by electronic transfer;

100 (v) the positions up for election; and

101 (vi) information concerning how to become a candidate in
102 the election.

103 (c) A school need only conduct an election if the school

104 community council positions are contested.

105 (d) A parent may stand for election as a parent member of
106 a school community council.

107 (e) A parent may vote for a school community council
108 parent member if:

109 (i) the parent's child is enrolled at the school; or

110 (ii) (A) the school holds the election in the spring; and

111 (B) the parent's child will be enrolled at the school in
112 the following school year.

113 (7) (a) A school community council may establish a
114 procedure that allows for a ballot to be mailed to the school
115 in the event the distance between a parent and the voting
116 location would otherwise discourage parental participation.

117 (b) A mailed or hand-delivered ballot shall meet the same
118 timeline as for ballot voted in person.

119 (8) (a) A school, school district, or local board of
120 education may allow a parent to vote by electronic ballot.

121 (b) If allowed, the school or school district shall
122 clearly explain on its website the opportunity to vote by
123 electronic means.

124 (9) Following the election, if the election results are
125 such that the school community council has more parent members
126 who are educators in that district than parents who are not
127 educators in that district, the parents on that council shall
128 appoint additional parent members until the number of parent
129 members who are not educators in the district exceeds the
130 number of parents who are educators in the district.

131 (10) In the event of a change in statute or rule
132 affecting the composition of a school community council,
133 council members who were duly elected or appointed prior to
134 the change may complete the terms for which they were elected.

135 (11) (a) A public school that is a secure facility,
136 juvenile detention facility, hospital program school, or other
137 small or special school may receive School LAND Trust Program
138 funds without having a school community council if the school

139 demonstrates and documents a good faith effort to:
140 (i) recruit members;
141 (ii) have meetings;
142 (iii) publicize the opportunity to serve on the council;
143 and
144 (iv) publish election results to the school community.
145 (b) The local board of education shall make the
146 determination whether to grant the exemption.

147 **R277-491-4. Local Board of Education and School District**
148 **Relationship with School Community Councils.**

149 (1) A local board of education may ask a school community
150 council to address an issue pertaining to that school at the
151 school community council level before bringing the issue to
152 the local board of education.

153 (2) A local board of education may ask a school community
154 council for information to help inform decisions made by the
155 local board of education.

156 (3) (a) A local board of education, in compliance with
157 Section 53A-1a-108, shall provide training to all school
158 community council members annually.

159 (b) This training shall include:

160 (i) training for the chair and vice chair about the
161 specific responsibilities of those positions;

162 (ii) the requirements of Sections 53A-1a-108,
163 53A-1a-108.1, 534A-1a-108.5; and 53A-16-101.5; and

164 (iii) any other training deemed necessary and appropriate
165 by the local board of education.

166 (4) A school or school district administrator shall not
167 prohibit or discourage a school community council from
168 discussing any issue or concern not prohibited by law, or
169 offering advice or recommendations regarding the school and a
170 school program, a school district program, the curriculum, or
171 the community environment for a student.

172 **R277-491-5. School Community Council Principal**
173 **Responsibilities.**

174 (1) Following an election, the principal shall enter and
175 electronically sign on the School LAND Trust Program website
176 a Principal's Assurance Form affirming:

177 (a) the school community council's election;
178 (b) that vacancies were filled by election if necessary;
179 and

180 (c) that the school community council's bylaws or
181 procedures comply with Section 53A-1a-108, Rule R277-477, and
182 this rule.

183 (2) A principal may not serve as chair or vice chair of
184 a school community council.

185 (3) On or before October 20 each year, the principal
186 shall provide the following information to the school
187 community:

188 (a) a list of the members of the school community council
189 and each member's direct email or phone number, or both;

190 (b) the school community council meeting schedule; and

191 (c) a summary of the annual report describing how the
192 school used the School LAND Trust Program funds consistent
193 with Subsection 53A-1a-105(6)(b) and Section R277-477-4.

194 (4) The principal shall make the distribution of
195 information required by Subsection (3) by:

196 (a) posting the information on the school's website;

197 (b) posting the information in the school's office; and

198 (c) if necessary, through a method that the school
199 community council decides is the best way for a parent at the
200 school who does not have internet access to receive the
201 information.

202 (5) The principal shall also post the following
203 information on the school's website:

204 (a) an invitation to a parent to serve on the school
205 community council that includes an explanation of how a parent
206 can directly influence the expenditure of the School LAND

207 Trust Program funds; and
208 (b) the dollar amount the school receives each year from
209 the School LAND Trust Program.

210 **R277-491-6. School Community Council Chair Responsibilities.**

211 (1) After the school community council election required
212 by Section R277-491-3, the school community council shall
213 annually elect at the council's first meeting:

214 (a) a chair from the parent members; and

215 (b) a vice chair from the parent or school employee
216 members.

217 (2) The school community council chair shall:

218 (a) post the school community council meeting
219 information, including the time, place, and date of the
220 meeting, the agenda, and a draft of the prior meeting's
221 minutes, on the school's website at least seven days prior to
222 each meeting;

223 (b) set the agenda for every meeting;

224 (c) conduct every meeting;

225 (d) keep written minutes of every meeting, consistent
226 with Subsection 53A-1a-108.1(9);

227 (e) inform council members about resources available on
228 the School LAND Trust Program website; and

229 (f) welcome and encourage public participation in school
230 community council meetings.

231 (3) The chair may delegate the responsibilities included
232 in this section as appropriate at the chair's discretion.

233 **R277-491-7. School Community Council Business.**

234 (1) (a) The school community council shall adopt rules of
235 order and procedure to govern a council meeting.

236 (b) The rules of order and procedure shall outline the
237 process for selecting a chair and vice chair.

238 (c) The rules of order and procedure shall outline the
239 process for removing from office a member who moves away or

240 fails to attend meetings regularly.

241 (d) The principal shall post the rules of order and
242 procedure on the school website and make the rules available
243 at each meeting upon request.

244 (2) A school community council meeting may not be closed,
245 consistent with Section 53A-1a.108.1.

246 (3) The school community council shall:

247 (a) report on a plan, program, or expenditure at least
248 annually to the local board of education; and

249 (b) encourage participation on the school community
250 council by members of the school community and recruit a
251 potential applicant to run for an open position on the
252 council.

253 (4) (a) A school community council shall partner with the
254 school administration to:

255 (i) ensure that adequate on and off campus internet
256 filtering is installed and consistently configured to prevent
257 viewing of harmful content by students and school personnel;
258 and

259 (ii) provide training and awareness to a parent and a
260 student of the school about safe technology utilization and
261 digital citizenship.

262 (b) The principal shall provide an annual report to the
263 school community council in the form requested by the council
264 concerning internet filtering protocols for school and
265 district devices that access the internet, including any
266 breaches of that filtering and corrective action taken.

267 (c) To perform the duties required by this Subsection and
268 Subsections 53A-1a-108(3) (a) (iv) (D), 53A-1a-108(3) (a) (v), and
269 53A-1a-108(3) (a) (vi), a school community council may:

270 (i) delegate these tasks to subcommittee; and

271 (ii) partner with non-profit organizations.

272 (5) (a) The school community council shall participate
273 fully in the development of the various school plans described
274 in Subsection 53A-1a-108(3), including:

275 (i) the School Improvement Plan;
276 (ii) the School LAND Trust Plan;
277 (iii) the Reading Achievement Plan, if applicable; and
278 (iv) the Professional Development Plan.
279 (b) A school community council may advise and inform the
280 local board of education and other members of the school
281 community regarding the uses of School LAND Trust Program
282 funds.

283 **R277-491-8. Inapplicable to Charter Schools.**

284 This rule does not apply to a charter school.

285 **R277-491-9. Failure to Comply with Rule.**

286 (1) If a local board of education, school district,
287 school, or school community council fails to comply with the
288 provisions of this rule, the School Children's Trust Director
289 appointed under Section 53A-16-101.6 may report the failure to
290 the Audit Committee of the Board.

291 (2) The Audit Committee of the Board may recommend to the
292 Board a reduction or elimination of School LAND Trust funds
293 for a school district or school if the Audit Committee finds
294 that the local board of education, school district, school, or
295 school community council has not complied with statute or
296 rule.

297 **KEY: school community councils**

298 **Date of Enactment or Last Substantive Amendment: [~~July 8,~~**
299 **~~2014~~]2015**

300 **Notice of Continuation: [~~May 15, 2013~~]2015**

301 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3;**
302 **53A-1-401(3)**



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

DISCUSSION: Utah Statute, Board Rules, and Policies Related to the Statewide Online Education Program

Background: Utah Code Sections 53A-11-102.5 and 53A-15-1202 through 1217, reference language specific to public education students participation in the Statewide Online Education Program (SOEP). Beginning July 1, 2013 private and home school students may enroll in the SOEP for up to three credits per year. Public education enrolled students may enroll or increase their enrollment in the SOEP for up to three credits per year. This change resulted in several issues that are not clearly resolved in the statutes. Rules related to the SOEP may also need to be amended in response to H.B. 282 *Online Education Program Amendments*, which, starting with the 2015-16 school year, allows a higher education entity to offer online courses through the SOEP.

Key Points: The statutes referenced above have resulted in unresolved issues related to an LEA or SOEP provider's responsibility to provide special education services related to the program. Additional clarity, policies and/or changes to Board rules need to be considered to resolve issues such as determine whether the SOEP is a public education program and if a primary LEA of enrollment is necessary for home and private school students to participate in the SOEP.

Anticipated Action: The Law and Licensing Committee will discuss the issues, determine policy clarifications and direct staff to revise Board rules to clarify the issues.

Contact: Angie Stallings, 801-538-7550
Glenna Gallo, 801-538-7757
Natalie Grange, 801-538-7668
Cory Kanth, 801-538-7660

MEMORANDUM

TO: Members, Utah State Board of Education
Brad C. Smith, State Superintendent of Public Instruction

FROM: Angela Stallings, Natalie Grange, Glenna Gallo, Cory Kanth

DATE: June 18-19, 2015

RE: Policy Options Regarding Necessary Revisions to R277-726 "Statewide Online Education Program"

Utah Code 53A-15-1201 created the Statewide Online Education Program (SOEP) in 2011 to enable students to earn high school graduation credit through the completion of online courses offered by eligible providers, who are LEAs. On July 1, 2013, student eligibility standards (UCA 53A-15-1202) widened to encompass home or private school students. Newly-eligible student's included those who attend a private school or home school, and whose custodial parent or legal guardian is a resident of Utah. During the 2015 Legislative session, program statutes were additionally amended to expand the range of providers from LEAs, to public institutions of higher education. Modification of administrative rule is needed to accommodate these expansions in eligible students, eligible providers, and to address issues related to special education, 504 accommodations, and fee waiver concerns that have arisen during the administration of the SOEP program.

Policy Options for the Board's Consideration:

With respect to students participating in the SOEP, clarification of responsibilities under IDEA and Section 504 of the Americans with Disabilities Act is required.

- 1) **Section 504 Accommodations under the Americans with Disabilities Act:** The SOEP law and current Board rules do not provide any guidance regarding 504 accommodations for SOEP students.

Recommendation: It is the recommendation of staff that 504 accommodations for SOEP courses should always be the responsibility of the SOEP Course provider. If an eligible student enrolls in the SOEP through their Primary LEA, the Primary LEA is responsible to provide any information regarding existing 504 plans to the provider within 72 business hours of notification of the student's enrollment in SOEP. Home and private school students enrolling in the SOEP will request accommodations or a 504 assessment directly through the SOEP course

provider. No funding is provided for any 504 accommodations under the public education system or the SOEP program.

2) Responsibilities under IDEA and associated funding concerns regarding SOEP students:

The SOEP statute and current Board rules do not provide any guidance regarding the responsibility for Free and Appropriate Public Education (FAPE) for the special education needs of SOEP students, nor provide a funding mechanism for to pay for the required services associated with students participating in the SOEP program which is part of public education. FAPE means special education and related services that are provided at public expense, under public supervision and direction, meet the standards of the USBE and Part B of the IDEA, and are provided in conformity with an Individualized Education program (IEP).

Because the SOEP program is a public education program, it was the opinion of the Attorney General's office that all students with disabilities enrolled in the SOEP are entitled to FAPE through the development and implementation of an IEP. Questions have arisen from Primary LEAs, SOEP providers, parents and USOE staff regarding:

- a. Which entity is responsible for providing FAPE to SOEP students?
- b. Institutions of Higher Education (IHEs) are required to follow the ADA and not the IDEA. However, the State is responsible to ensure that FAPE is available to all children residing in the state between the ages of 3 to 21 (§300.101). How will IHE providers offer FAPE to students who are eligible under IDEA and elect to participate in the SOEP program?
- c. When home school students enroll in the SOEP, they become public education students and, for home schooled students with disabilities, have all of the rights to FAPE as any other student in the state. Who is responsible for IEP services and FAPE for home school students?
- d. When students with disabilities are parentally placed in a private school, the parent and student give up all rights to FAPE. However, when these students enroll in the SOEP, they become public education students and have all of the rights to FAPE as any other student in the state. Who is responsible to provide IEP services and FAPE for parentally-placed private school students?
- e. Presently Board rule R277-726-6.H indicates "If a Board investigation finds that a Provider has violated IDEA or Section 504 provisions for students taking online courses, the Provider shall compensate the student's primary LEA of enrollment for all costs related to compliance." However, it is not practical for the Board or the Board's designee to bear the burden of ensuring compliance for each SOEP student.
- f. Can home or private school students be required to enroll in a primary LEA to receive special education services?
- g. What current funding mechanism is appropriate, or should be developed, to cover costs of IEP services provided for home and private school students, or those using IHE providers?
- h. Who should pay the costs for services required to be provided for home and private school students?

All of these questions have varying considerations, and are best considered from the perspective of where the student's primary enrollment begins.

SOEP students who are also enrolled in a primary LEA.

1. LEAs submit student data regarding students with disabilities to USOE via the UTREx system in a set of reporting fields commonly called the "SCRAM" record. The primary LEA can claim SCRAM membership for students enrolled in their LEA and the SOEP program. SCRAM membership is generated specifically for students with disabilities and with an IEP and is used to allocate federal and state special education funds. SCRAM membership is not reduced for students participating in the SOEP program, because the primary LEA is still responsible for FAPE. Both Federal and State funds are provided to the LEA for each SCRAM student to provide services, monitor, and ensure students are receiving FAPE.

Staff recommends the following for students enrolled in a primary LEA and request policy direction from the Board:

- a. The Primary LEA is responsible for IEP services, child find, and to ensure that students with disabilities received FAPE.
- b. The Primary LEA is required to provide all information regarding existing IEPs or 504 accommodation plans to the SOEP provider within 72 business hours of receiving notice from the USOE that the provider has accepted the enrollment request.
- c. The primary LEA will continue to claim students with disabilities and an IEP in their special education membership (SCRAM membership).
- d. The Primary LEA shall monitor the SOEP provider for compliance with the IEP or 504 accommodation plan.

Unresolved issues: If the primary LEA finds the SOEP provider noncompliant with the IEP or FAPE can the primary LEA disallow enrollment in SOEP or be refunded portions of the WPU that were withheld from the primary LEA's WPU for that student to fund the SOEP course? Utah Code 53A-15-1204(1)(d) allows a student to enroll in the SOEP if it is consistent with a student's IEP. Can a student withdraw from their Primary LEA if the IEP team deems that SOEP courses will not be the best environment for a student to achieve success, and enroll in the SOEP as a home or private school student?

SOEP students who are home or private school students enrolling with an SOEP Provider who is an LEA:

SOEP providers who are also LEAs do not claim any regular or SCRAM membership for any SOEP students. These providers receive the established course fees, which are uniform regardless of whether the student is a public school student or a home or private school student, per course. Many providers are concerned they do not receive enough funds from the SOEP program to provide IEP directed services.

Home and private school students do not receive special education services through the state or an LEA because they have essentially opted out of them by being excused from the public school system. As such, there is no SCRAM membership or funding generated for students who are home or private school students participating in the SOEP program. However, once these students enroll in the SOEP program they are again considered public student students, entitled to FAPE and IEP related services.

Unresolved issues that require policy direction/Board rules:

Staff sees three potential solutions to address these concerns.

- a. Allow home and private school students enrolling in the SOEP to revoke special education services in writing as provided for in 34 CFR 300.300. This document must be signed and returned to the USOE each time a student enrolls in the SOEP program. SOEP Enrollment cannot be finalized without these documents.
- b. If home and private school students request special education services, this requires the student to enroll in a primary LEA. The primary LEA would be required to provide services, and allowed to claim SCRAM membership hours and days through the current process.
 - i. Some combination of a and b is most likely the best solution.
- c. The Board could develop a special education services "add on" amount specifically for home and private school students who enroll in the SOEP and request special education services. This "add on" would be paid to the SOEP provider LEA and responsibility for FAPE would be assigned to the provider LEA. Funding sources for this new "add on" could be:
 - i. The existing appropriation for home and private school students, managed by the USOE, that is presently only used to pay provider's course fees. Existing statute does not name special education services as an allowable use, but also does not specifically spell out what allowable uses are. Clarification should be sought from legal counsel to determine if the existing appropriation could be utilized. There is some carryover that could be utilized in the first year of a new add on program, but to fully fund both the course fees and a new special education services add on additional funds would need to be appropriated to ensure that services are not reduced to eligible recipients. The amount needed to fully fund the program cannot be determined until the amount of an "add on" is determined.
 - ii. A new appropriation could be requested to fund the additional home and private school "add on" amount for SOEP student.

SOEP students enrolling with an SOEP Provider who is an IHE:

Legislation created in the 2015 general session now allows IHE to become SOEP providers. There are various policy decisions required to develop board rules for implementation of legislation. See 3 below. Assuming that IHE's do become providers the following issues pertaining to special education services require policy direction.

Unresolved Issues related to students enrolled in a primary LEA and an IHE SOEP Provider

Staff recommends the following and requests policy direction:

- a. The Primary LEA is responsible for IEP services, child find, and to ensure that students with disabilities received FAPE.
- b. The Primary LEA is required to provide all information regarding existing IEP's to the SOEP provider within 72 business hours of receiving notice from the USOE that the provider has accepted the enrollment request.
- c. The primary LEA will continue to claim students with disabilities in their special education membership (SCRAM membership).
- d. The Primary LEA shall monitor the SOEP provider for compliance with the students IEP.

Unresolved issues:

1. IHEs do not generally have the capability to provide special education services to k-12 students. IHEs provide accommodations in compliance with ADA, not the IDEA. How will services under IDEA be provided in a satisfactory manner?
2. If the primary LEA finds the SOEP provider noncompliant with the IEP or the provision of FAPE, can the primary LEA disallow enrollment in SOEP or be refunded portions of the WPU that were withheld from the primary LEA's WPU for that student to fund the SOEP course? Utah Code 53A-15-1204(1)(d) allows a student to enroll in the SOEP if it is consistent with a student's IEP. Can a student withdraw from their Primary LEA if the IEP team deems that SOEP courses will not be the best environment for a student to achieve success, and enroll as a home or private school student in the SOEP?

Home and Private School Students enrolled in an IHE SOEP Provider

Home and private school students do not receive special education services through the state or an LEA because they have essentially opted out of them by being excused from the public school system. However, once these students enroll in the SOEP program they are again considered public student students, entitled to FAPE and IEP related services for the courses provided by the SOEP. The IHE will not receive funding for special education services, and do not have the training or personnel to provide IEP services.

Unresolved issues that require policy direction/Board rules:

Staff sees three potential solutions to address these concerns.

- a. Allow home and private school students enrolling in the SOEP to revoke special education services. This written document must be signed and returned to the USOE each time a student enrolls in the SOEP program. SOEP Enrollment cannot be finalized without these documents.
- b. If home and private school students request special education services, require the student to enroll in a primary LEA. The primary LEA would be required to provide services, and allowed to claim SCRAM membership hours and days through the already established process.

- c. The Board could develop a special education services “add on” amount specifically for home and private school students who enroll in the SOEP and request special education services. This “add on” would be paid to the SOEP provider and responsibility for FAPE would be assigned to the provider. However, this will most likely not work for IHE who do not have the capabilities to deliver IEP services, and staff is unsure if IHE can be responsible for FAPE. Funding sources for this new “add on” would be as identified above.

3) Higher Education Providers:

Expansion of providers to encompass IHE results in many questions:

- a. IHEs do not have student information systems like LEAs, how will student information, course completion and credit hours be recorded for students and reported back to LEAs? IHEs do have an established data transfer process as part of the Utah Data Alliance and transcript exchange. That same system could potentially be expanded to include information that flows from the IHE to USOE, and not only from USOE to IHE.
- b. IHEs are not accredited to award K-12 course credit for graduation. What policies should surround this issue to ensure students are awarded credit that will be accepted for graduation?
- c. How will IHEs provide special education services as noted above.

4) Definition of Primary School of Enrollment in Rule:

During the 2015-16 school year, students are able to take up to five of eight credits (with eight credits being considered to be full-time enrollment), through the Statewide Online Education Program. During the 2016-17 school year and thereafter, students will be able to take up to six of eight credits online, outside of their Primary school of enrollment. This provision of law is in conflict with language in R277-726 and R277-419 defining “Primary School of enrollment” as that school where a student “takes a majority of their classes.” It is suggested that Primary school of enrollment, for purposes of R277-726, is defined as “a student’s school of record, and the school that maintains the student’s cumulative file, enrollment information and transcript.” The Primary LEA, and specifically the Primary School of Enrollment within that LEA, where the student is in regular membership, remains responsible for centralized services including IEP oversight as well as graduation and counseling regardless of the number of courses taken externally. Statute defines Primary LEA, in the context of SOEP participation, as “the LEA in which an eligible student is enrolled for courses other than online courses offered through the Statewide Online Education Program” (53A-15-1202(5)).

5) Fee Waiver-Eligible Materials

The issue of fee waiver eligible materials becomes important in the case of online courses, where coursework may be interpreted to require a computer and internet access in order to allow a student “to participate fully and to have the opportunity to acquire all skills and knowledge required for full credit and highest grades,” per R277-407-3. Can SOEP providers charge fees to students? Should SOEP providers be required to honor fee waiver status, determined by the student’s primary LEA? How does this information get communicated to

the provider, and ensure privacy and discretion for the student? Policy clarification in this area is necessary.

6) Procedure for home and private school appropriation

As the number of home and private school students participating in the SOEP program continues to increase, and the number of courses students can enroll in increases, staff requests policy direction in the event current year appropriations and prior year carryover are not sufficient to pay current year course fees. Options include:

- a. Institute a priority or lottery system when the appropriation reaches a certain "level".
- b. Enroll all students who qualify and ask for supplementation appropriations (although this could result in violation of the budgetary management law).
- c. Limit the number of students or courses that can be obligated each school year to manage the appropriation.



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: R277-602 *Special Needs Scholarships – Funding and Procedures*
(Amendment and Continuation)

Background:

1. R277-602 is amended in response to S.B. 270 *Carson Smith Scholarship Amendments, 2015* Legislative Session. The amended rule also provides technical and conforming changes.
2. In addition to the amendments to R277-602, the rule is continued consistent with Board policy for continuation of rules and the Utah Administrative Rulemaking Act. The rule was last continued effective June 10, 2013.

Key Points:

1. The amendments to R277-602 change the minimum age that a student can receive a special needs scholarship from five to three; and provide numerous technical and conforming changes throughout the rule.
2. R277-602 continues to be necessary because it outlines responsibilities for parents, students, LEAs, and eligible private schools that accept scholarships from special needs students.

Anticipated Action:

1. It is proposed that the Law and Licensing Committee consider approving R277-602, as amended, on first reading and, if approved by the Committee, the Board consider approving R277-602, as amended, on second reading.
2. It is proposed that the Law and Licensing Committee consider approving R277-602 for continuation on first reading and, if approved by the Committee, the Board consider approving R277-602 for continuation on second reading.

Contact: Angie Stallings, 801-538-7550
Glenna Gallo, 801-538-7757

1 **R277. Education, Administration.**

2 **R277- 602. Special Needs Scholarships - Funding and**
3 **Procedures.**

4 **R277-602-[2]1. Authority and Purpose.**

5 ~~[A.]~~(1) This rule is authorized by:

6 (a) Utah Constitution Article X, Section 3, which vests
7 general control and supervision of the public school system
8 under the Board~~[-]~~;

9 (b) Subsection 53A-1a-706(5)(b), which provides for Board
10 rules to establish timelines for payments to private
11 schools~~[-]~~;

12 (c) ~~[Section 53A-3-410(6)(b)(i)(c)]~~Title 53A, Chapter 15,
13 Part 15, Background Checks, which provides for criminal
14 background checks and ongoing monitoring for employees and
15 volunteers~~[-]~~;

16 (d) Section 53A-1a-707, which provides for Board rules
17 about eligibility of students for scholarships and the
18 application process for students to participate in the
19 scholarship program~~[-]~~; and~~[-by]~~

20 (e) Subsection 53A-1-401(3), which allows the Board to
21 adopt rules in accordance with its responsibilities.

22 ~~[B.]~~(2) The purpose of this rule is to:

23 (a) outline responsibilities ~~[for parents/students,~~
24 ~~public schools, school districts or charter schools]~~of a
25 parent, an LEA, and an eligible private school~~[s]~~ that accepts
26 a scholarship~~[s]~~ from a special needs student~~[s]~~ and the
27 ~~[State] Board[-of-Education]~~ in providing choice for a
28 parent~~[s]~~ of a special needs student~~[s]~~ who chooses to have
29 ~~[their children]~~a student served in a private school~~[s]~~; and

30 (b) ~~[-in-]~~provid~~ing~~e accountability for the citizenry
31 in the administration and distribution of the scholarship
32 funds.

33 **R277-602-[1]2. Definitions.**

34 ~~[A. "Agreed upon procedure" for purposes of this rule~~
35 ~~means the agreed upon procedure as provided for under Section~~
36 ~~53A-1a-705(1)(b)(i)(B).]~~

37 ~~[C.](1) "Appeal" [for purposes of the rule] means an~~
38 ~~opportunity to discuss[+] or contest a final administrative~~
39 ~~decision consistent with and expressly limited to the~~
40 ~~procedures of this rule.~~

41 ~~[N.](2) "[Special Needs Scholarship] Appeals Committee~~
42 ~~[+ Appeals Committee]" means a committee comprised of:~~

43 ~~([+]a) the special needs scholarship coordinator;~~

44 ~~([+]b) the USOE Special Education Director;~~

45 ~~([+]c) one individual appointed by the Superintendent or~~
46 ~~designee; and~~

47 ~~([+]d) two Board-designated special education advocates.~~

48 ~~[B.](3) "[Annual a] Assessment" [for purposes of this~~
49 ~~rule] means a formal testing procedure carried out under~~
50 ~~prescribed and uniform conditions that measures a student's[+]~~
51 ~~academic progress, consistent with Subsection 53A-1a-~~
52 ~~705(1)(f).~~

53 ~~[D.](4) "Assessment team" means the individuals~~
54 ~~designated under Subsection 53A-1a-703(1).~~

55 ~~[E. "Audit of a private school" for purposes of this~~
56 ~~rule means a financial audit provided by an independent~~
57 ~~certified public accountant, as provided under Section 53A-1a-~~
58 ~~705(1)(b).]~~

59 ~~[F. "Board" means the Utah State Board of Education.]~~

60 ~~[G.](5) "Days" means school days unless specifically~~
61 ~~designated otherwise in this rule.~~

62 ~~[H. "Disclosure to parents" for purposes of this rule~~
63 ~~means the express acknowledgments and acceptance required~~
64 ~~under Section 53A-1a-704(5) as part of parent application~~
65 ~~available through schools districts.]~~

66 ~~[I.](6) "Eligible student" [for purposes of this rule]~~
67 ~~means[+] a student who meets the qualifications described in~~

68 Section 53A-1a-704.

69 ~~[(1) the student's parent resides in Utah;~~

70 ~~— (2) the student has a disability as designated in 53A-1a-~~
71 ~~704(2)(b); and~~

72 ~~— (3) the student is school age.~~

73 ~~— (4) Eligible student also means that the student was~~
74 ~~enrolled in a public school in the school year prior to the~~
75 ~~school year in which the student will be enrolled in a private~~
76 ~~school, has an IEP and has obtained acceptance for admission~~
77 ~~to an eligible private school; and~~

78 ~~— (5) The requirement to be enrolled in a public school in~~
79 ~~the year prior and have an IEP does not apply if:~~

80 ~~— (a) the student is enrolled or has obtained acceptance~~
81 ~~for admission to an eligible private school that has~~
82 ~~previously served students with disabilities; and~~

83 ~~— (b) an assessment team is able to readily determine with~~
84 ~~reasonable certainty that the student has a disability and~~
85 ~~would qualify for special education services if enrolled in a~~
86 ~~public school and the appropriate level of special education~~
87 ~~services which would be provided were the student enrolled in~~
88 ~~a public school.]~~

89 ~~[J.](7) "Enrollment" [for purposes of this rule] means~~
90 ~~that:~~

91 ~~(a) the student has completed the school enrollment~~
92 ~~process[;]~~

93 ~~(b) the school maintains required student enrollment~~
94 ~~information and documentation of age eligibility[;]~~

95 ~~(c) the student is scheduled to receive services at the~~
96 ~~school[;]~~

97 ~~(d) the student attends regularly[;] and~~

98 ~~(e) the school has [been] accepted the student~~
99 ~~consistent with Rule R277-419 and the student's IEP.~~

100 ~~[K.](8) "Final administrative action" [for purposes of~~
101 ~~this rule] means the concluding action under [Section 53A-1a-~~

102 ~~701 through 53A-1a-710]~~ Title 53A, Chapter 1a, Part 7, Carson
103 Smith Scholarships for Students with Special Needs Act and
104 this rule.

105 [~~L.~~] ~~"Individual education program (IEP)" means a written~~
106 ~~statement for a student with a disability that is developed,~~
107 ~~reviewed, and revised in accordance with Board Special~~
108 ~~Education Rules and Part B of the Individuals with~~
109 ~~Disabilities Education Act (IDEA).]~~

110 [~~M.~~](9) "Private school that has previously served a
111 student[s] with a disabilit[ies]y" means a school that:

112 ([~~1~~]a) has enrolled a student[s] within the last three
113 years under the special needs scholarship program;

114 ([~~2~~]b) has enrolled a student[s] within the last three
115 years who ha[ve]s received special education services under
116 an Individual Services Plan[s] (ISP) from [~~the school~~
117 ~~district]~~ an LEA where the school is geographically located; or

118 ([~~3~~]c) can provide other evidence to the Board that is
119 determinative of having enrolled a student[s] with a
120 disabilit[ies]y within the last three years.

121 [~~O.~~] ~~"USOE" means the Utah State Office of Education.]~~

122 [~~P.~~](10) "Warrant" means payment by check to a private
123 school.

124 **R277-602-3. Parent[/~~Guardian~~] Responsibilities and Payment**
125 **Provisions.**

126 [~~A.~~](1) If the student is enrolled in a public school or
127 was enrolled in a public school in the year previous to the
128 year in which the scholarship is sought, the parent[/~~guardian~~]
129 shall submit an application, available from the
130 [~~USOE~~] Superintendent or online, to the [~~school district or~~
131 ~~charter school]~~ LEA within which the parent[/~~guardian~~] resides.

132 ([~~1~~]a) Consistent with the timeline provided in
133 Subsection 53A-1a-704(4), [~~F~~] the parent shall complete all
134 required information on the application and submit, [~~the~~

135 ~~following documentation]~~with the application~~[form],~~
136 ~~[consistent with the timeline provided in Section 53A-1a-~~
137 ~~704(4)]documentation that:~~

138 ([a]i) ~~[documentation that]~~the parent~~[guardian]~~ is a
139 resident of the state~~[of Utah];~~

140 ([b]ii) ~~[documentation that]~~the student is at least
141 ~~[five]~~three years of age before September 2 of the year of
142 enrollment~~[, consistent with Section 53A-3-402(6)];~~

143 ([c]iii) ~~[documentation that]~~the student is not more
144 than 21 years of age and has not graduated from high school
145 ~~[consistent with Section 53A-15-301(1)(a)];~~

146 ([d]iv) ~~[documentation that]~~the student has satisfied
147 ~~[R277-602-3A or B]~~ Subsection (1) or (2); and

148 ([e]v) ~~[documentation that]~~the student has official
149 acceptance at an eligible private school, as ~~[defined~~
150 ~~under]~~established by Section 53A-1a-705[+].

151 ([2]b) The parent shall sign the acknowledgments and
152 refusal to consent to services on the application form
153 consistent with Section 53A-1a-704.

154 ([3]c) Any intentional falsification, misinformation, or
155 incomplete information provided on the application may result
156 in the cancellation of the scholarship to the student and non-
157 payment to the private school.

158 ~~[B.]~~(2) If the student was not enrolled in a public
159 school in the year previous to the year in which the
160 scholarship is sought, the parent~~[guardian]~~ shall submit an
161 application to the school district~~[in which the private~~
162 ~~school is geographically located (school district)]~~ responsible
163 for child find under ~~[IDEA]~~the Individuals with Disabilities
164 Education Act, [Sec. 612(a)(3)]20 U.S.C Sec. 1414.

165 ([1]a) The parent shall complete all required information
166 on the application and submit, ~~[the following]~~with the
167 application, documentation [with application form]that:

168 ([a]i) ~~[documentation that]~~the parent~~[guardian]~~ is a

169 resident of the state~~[-of Utah];~~

170 (~~[b]~~ii) ~~[documentation that]~~the student is at least
171 ~~[five]~~three years of age~~[-]~~ before September 2 of the year of
172 enrollment;

173 (~~[c]~~iii) ~~[documentation that]~~the student is not more than
174 21 years of age and has not graduated from high school
175 ~~[consistent with Section 53A-15-301(1)(a)];~~

176 (~~[d]~~iv) ~~[documentation that]~~the student has satisfied
177 ~~[R277-602-3A or B]~~Subsection (1) or (2); and

178 (~~[e]~~y) ~~[documentation that]~~the student has official
179 acceptance at an eligible private school, as ~~[defined~~
180 ~~under]~~established by Section 53A-1a-705.

181 (~~[2]~~b) The parent shall sign the acknowledgments and
182 refusal to consent to services on the application form
183 consistent with Section 53A-1a-704.

184 (~~[3]~~c) The parent shall participate in an assessment team
185 meeting to determine:

186 (i) if a student would qualify for special education
187 services; and

188 (ii) the level of services for which the student would be
189 eligible if enrolled in a public school.

190 ~~[C-](3)(a) [Payment provisions - Upon review and receipt~~
191 ~~of documentation that verifies a student's admission to, or~~
192 ~~continuing enrollment and attendance at, a private school, the~~
193 ~~Board shall make scholarship payments quarterly in equal~~
194 ~~amounts in each school year in which a scholarship is in~~
195 ~~force]~~The Board shall make a scholarship payment in accordance
196 with Section 53A-1a-706.

197 ~~[D- A special needs scholarship shall be effective for~~
198 ~~three years subject to renewal under Section 53A-1a-704(6).]~~

199 ~~[E-](b)~~ The parent shall, consistent with Subsection
200 53A-1a-706(8), endorse the warrant received by the private
201 school from the ~~[SSE]~~Superintendent no more than 15
202 ~~[school]~~calendar days after the private school's receipt of

203 the warrant.

204 ~~[F.]~~(4)(a) The parent shall notify the Board in writing
205 within five days if the student does not continue in
206 enrollment in an eligible private school for any reason,
207 including:

208 (i) parent~~[=]~~ or student choice~~[=]~~;

209 (ii) suspension or expulsion of the student; or

210 (iii) the student misses more than 10 consecutive days
211 ~~at which point].~~

212 (b) If the student does not continue in enrollment, the
213 Board may modify the payment to the private school~~[-consistent~~
214 ~~with R277-419-15].~~

215 ~~[G.]~~(5) The parent shall cooperate and respond within 10
216 days to an enrollment cross-checking request from the Board.

217 ~~[H.]~~(6) The parent shall notify the Board in writing by
218 March 1 annually to indicate the student's continued
219 enrollment.

220 **R277-602-4. ~~[School District or Charter School]~~LEA**
221 **Responsibilities.**

222 ~~[A.]~~(1) ~~[The school district or charter school]~~An LEA
223 that receives ~~[the]~~a student's scholarship application
224 consistent with Subsection 53A-1a-704(4) shall forward an
225 application~~[s]~~ to the Board no more than 10 days following
226 receipt of the application.

227 ~~[B.]~~(2) The ~~[school district or charter school]~~LEA that
228 receive~~[d]~~s ~~[the]~~a student's scholarship application shall:

229 ~~[[1]a) [receive applications from students/parents]~~

230 ~~—(2)—~~verify enrollment of the student seeking a
231 scholarship in a previous school year within a reasonable time
232 following contact by the Board;

233 ~~[[3]b)~~ verify the existence of the student's IEP and
234 level of service to the ~~[USOE]~~Superintendent within a
235 reasonable time;

236 ([4]c) provide personnel to participate on an assessment
237 team to determine:

238 ([a]i)(A) if a student who was previously enrolled in a
239 private school that has previously served a student[s] with a
240 disabilit[ies]y would qualify for special education services
241 if enrolled in a public school; and

242 (B) the appropriate level of special education services
243 [which]that would be provided were the child enrolled in a
244 public school for purposes of determining the scholarship
245 amount consistent with Subsection 53A-1a-706(2); or

246 ([b]ii) if a student previously receiving a special needs
247 scholarship is entitled to receive the scholarship during the
248 subsequent eligibility period.

249 [C.](3) A [S]special needs scholarship student[s ~~shall~~]
250 may not [be]enroll[ed] in [~~public or charter schools~~]an LEA
251 for dual enrollment or an extracurricular activit[ies]y,
252 consistent with the parent's⁺/~~guardians⁺~~ assumption of full
253 responsibility for a student's⁺ services under Subsection
254 53A-1a-704(5).

255 [D.](4) [~~School districts and charter schools~~]An LEA
256 shall cooperate with the Board in cross-checking special needs
257 scholarship student enrollment information, as requested by
258 the Board.

259 [E. ~~School district and charter school notification to~~
260 ~~students with IEPs⁺~~]

261 ([1]5)(a) [~~School districts and charter schools~~]An LEA
262 shall provide written notice to a parent[s ~~or guardians~~] of a
263 student[s] who ha[ve]s an IEP of the availability of a
264 scholarship to attend a private school [~~through the Special~~
265 ~~Needs Scholarship Program through state special education~~
266 ~~monitoring procedures~~]in accordance with Subsection 53A-1a-
267 704(10).

268 ([2]b) The written notice shall consist of the following
269 statement: [~~School districts and charter schools are~~]A local

270 education agency is required by Utah law, Subsection 53A-1a-
271 704(10), to inform parents of students with IEPs enrolled in
272 public schools, of the availability of a scholarship to attend
273 a private school through the Carson Smith Scholarship Program.

274 ~~[(3) The written notice shall be provided no later than~~
275 ~~30 days after the student initially qualifies for an IEP.~~

276 ~~— (4) The written notice shall be provided annually no~~
277 ~~later than February 1 to all students who have IEPs.~~

278 ~~— (5) The written notice shall include the address of the~~
279 ~~Internet website maintained by the Board that provides~~
280 ~~prospective applicants and their parents with program~~
281 ~~information and application forms for the Carson Smith~~
282 ~~Scholarship Program.~~

283 ~~— (6) A school district, school within a school district,~~
284 ~~or charter school that has an enrolled student who has an IEP~~
285 ~~shall post the address of the Carson Smith Internet website~~
286 ~~maintained by the Board on the school district's or school's~~
287 ~~website, if the school district or school has one.]~~

288 **R277-602-5. State Board of Education Responsibilities.**

289 ~~[A-]~~(1) No later than April 1, ~~[F]~~the Board shall provide
290 an application~~[s,]~~ containing acknowledgments required under
291 Subsection 53A-1a-704(5), for a parent~~[s]~~ seeking a special
292 needs scholarship:

293 (a) online~~[,]~~;

294 (b) at the Board~~[s]~~ office~~[s,]~~; and

295 (c) at ~~[school district or charter school]~~ LEA offices~~[,]~~
296 ~~and at charter schools no later than April 1 prior to the~~
297 ~~school year in which admission is sought].~~

298 ~~[B-]~~(2) The Board shall provide a determination that a
299 private school meets the eligibility requirements of Section
300 53A-1a-705 as soon as possible but no more than 30 calendar
301 days after the private school submits an application and
302 complete~~[d]~~ s documentation of eligibility.

303 (3) The Board may:

304 (~~1~~a) provide reasonable timelines within the
305 application for satisfaction of private school requirements;

306 (~~2~~b) issue letters of warning~~[-]~~;

307 (c) require the school to take corrective action within
308 a time frame set by the Board~~[-]~~;

309 (d) suspend the school from the program consistent with
310 Section 53A-1a-708~~[-]~~;~~[-or]~~

311 (e) impose ~~[such other]~~ a penalt~~[ies]~~y as the Board
312 determines appropriate under the circumstances~~[-]~~;

313 (~~3~~f) establish an appropriate~~[-consequences-]~~ or
314 penalt~~[ies]~~y for a private school~~[s]~~ that fails to:

315 (~~a~~i) ~~[fail to]~~ provide an affidavit~~[s]~~ under Section
316 53A-1a-708;

317 (~~b~~ii) ~~[fail to]~~ administer an assessments~~[-, fail to]~~ or
318 report an assessment~~[s]~~ to a parent~~[s]~~ or ~~[fail to report~~
319 ~~assessments to]~~ assessment team under Subsection 53a-1a-
320 705(1)(f);

321 (~~c~~iii) ~~[fail to]~~ employ teachers with credentials
322 required under Subsection 53A-1a-705(g);

323 (~~d~~iv) ~~[fail to]~~ provide to a parent~~[s]~~ relevant
324 credentials of teachers under Subsection 53A-1a-705(~~[h]~~i); or

325 (~~e~~v) ~~[fail to]~~ require a completed criminal background
326 checks and ongoing monitoring under ~~[Section 53A-3-410(2) and~~
327 ~~3]~~ Title 53A, Chapter 15, Part 15, Background Checks and take
328 appropriate action consistent with information received~~[-]~~;
329 and

330 (~~4~~g) initiate a complaint~~[s]~~ and hold an administrative
331 hearing~~[s]~~, as appropriate, and consistent with ~~[R277-602]~~ this
332 rule.

333 ~~[E-]~~ (4) The Board shall make a list of eligible private
334 schools updated annually and available no later than June 1 of
335 each year.

336 ~~[D-]~~ (5) The Board shall provide ~~[F]~~ information about an

337 approved scholarship[~~s~~] and availability and level of funding
338 [~~shall be provided~~] to a scholarship applicant
339 parent[~~s/guardians~~] no later than March 1 of each year.

340 [~~F.~~](6) The Board shall mail a scholarship payment[~~s~~]
341 directly to a private school[~~s~~] as soon as reasonably possible
342 consistent with Subsection 53A-1a-706(8).

343 [~~F.~~](7) If an annual legislative appropriation is
344 inadequate to cover all scholarship applicants and documented
345 levels of service, the Board shall establish by rule a lottery
346 system for determining the scholarship recipients, with
347 preference provided for under Subsection 53A-1a-
348 706(1)[~~(c)(i)~~](e).

349 [~~G.~~](8) The Board shall verify and cross-check, using
350 USOE technology services, special needs scholarship student
351 enrollment information consistent with Subsection 53A-1a-
352 706(7).

353 **R277-602-6. Responsibilities of Private Schools that Receive**
354 **Special Needs Scholarships.**

355 [~~A.~~](1) A [P]private school[~~s~~] that intends to enroll a
356 scholarship student shall submit [~~applications by March 1~~
357 prior to the school year in which it intends to enroll
358 scholarship students]an application by the deadline
359 established in Section 53A-1a-705.

360 [~~B.~~](2) A private school shall submit an
361 [A]application[~~s~~] and appropriate documentation[~~from private~~
362 schools] for eligibility to receive a special needs
363 scholarship student[~~s shall be provided~~] to the
364 [USOE]Superintendent on forms designated by the [USOE
365 consistent with Section 53A-1a-705(3)]Superintendent.

366 [~~C.~~](3) A [P]private school[~~s~~] shall satisfy criminal
367 background check and ongoing monitoring requirements for an
368 employee[~~s~~] and a volunteer[~~s~~] consistent with [~~Section 53A-3-~~
369 410]Title 53A, Chapter 15, Part 15, Background Checks.

370 ~~[D.]~~(4) A ~~[P]~~private school[s] that seeks to enroll a
371 special needs scholarship student[s] shall, in concert with
372 the parent seeking a special needs scholarship for a student,
373 initiate the assessment team meetings required under
374 Section[s] 53A-1a-704~~(3) and 53A-1a-704(6)~~.

375 ~~([1]a)~~ A private school shall schedule a ~~[M]meeting[s]~~
376 ~~shall be scheduled~~ at a time[s] and location[s] mutually
377 acceptable to the private schools], the applicant parent[s],
378 and participating public school personnel.

379 ~~([2]b)~~ Designated private school and public school
380 personnel shall maintain documentation of the meeting[s] and
381 the decision[s] made for ~~[the]~~a student[s].

382 ~~([3]c)~~(i) Except as provided by Subsection (4)(c)(ii), a
383 private school and public school shall confidentially maintain
384 ~~[D]~~documentation regarding a required assessment team
385 meeting[s], including documentation of:

386 (A) a meeting[s] for a student[s] denied a scholarship[s]
387 or service[s]; and

388 (B) a student[s] admitted into a private school[s] and
389 ~~the[ir] student's level[s] of service[, shall be maintained~~
390 ~~confidentially by the private and public schools, except the~~
391 ~~information shall be provided].~~

392 (ii) Upon request by the Superintendent, a private school
393 and public school shall provide the documentation described in
394 Subsection (4)(c)(i) to the ~~[USOE]~~Superintendent for purposes
395 of determining student scholarship eligibility~~[7]~~ or for
396 verification of compliance~~[—upon request by the USOE]~~.

397 ~~[E.]~~(5) A ~~[P]~~private school[s] that ~~receiv[ing]es~~ a
398 scholarship payment[s] under this rule shall provide complete
399 student records in a timely manner to another private
400 school[s] or a public school[s] that ~~request[ing]s~~ student
401 records if a parent~~[s have]~~ transfer~~[red]s~~ a student[s] under
402 Subsection 53A-1a-704(7).

403 ~~[F.]~~(6) A ~~[P]~~private school[s] shall notify the Board

404 within five days if the student does not continue in
405 enrollment in an eligible private school for any reason,
406 including:

407 (a) parent~~[7]~~ or student choice~~[7]~~;

408 (b) suspension or expulsion of the student; or

409 (c) the student misses more than ~~[10]~~ ten consecutive days
410 of school.

411 ~~[G.]~~ (7) A ~~[P]~~ private school~~[S]~~ shall satisfy health and
412 safety laws and codes ~~[under]~~ required by Subsection 53A-1a-
413 705(1)(d), including:

414 ~~[[1]~~ a) the adoption of emergency preparedness response
415 plans that include training for school personnel and parent
416 notification for fire drills, natural disasters, and school
417 safety emergencies; and

418 ~~[[2]~~ b) compliance with Rule R392-200, Design,
419 Construction, Operation, Sanitation, and Safety of Schools.

420 ~~[H.]~~ (8)(a) An approved eligible private school that
421 changes ownership shall submit a new application for
422 eligibility to receive a Carson Smith scholarship payment~~[S]~~
423 ~~from the Board~~~~[; the application shall demonstrate]:~~

424 (i) that demonstrates that the school continues to meet
425 the eligibility requirements of ~~[R277-602.]~~ this rule; and

426 ~~[[1]~~ ii) ~~[The application for renewed eligibility shall be~~
427 ~~received from the school]~~ within 60 calendar days of the
428 ~~[change of ownership.~~

429 ~~——(2) Ownership changes on the]~~ date that an agreement is
430 signed between previous owner and new owner.

431 ~~[[3]~~ b) If the Superintendent does not receive the
432 application~~[is not received by the USOE]~~ within the ~~[60~~
433 ~~days,]~~ time described in Subsection (8)(a)(ii):

434 (i) the new owner~~[7]~~ of the school is presumed ineligible
435 to receive continued Carson Smith scholarship payments from
436 the ~~[USOE and,]~~ Superintendent;

437 (ii) at the discretion of the Board, the

438 ~~[USOE]~~Superintendent may reclaim any payments made to a school
439 within the previous 60 calendar days~~[-]~~;

440 (~~[4]~~iii) ~~[If the application is not received by the USOE~~
441 ~~within 60 days after the change of ownership,]~~the private
442 school is not an eligible school; and

443 (iv) the private school shall submit a new application
444 for Carson Smith eligibility consistent with the requirements
445 and timelines of ~~[R277-602]~~this rule.

446 **R277-602-7. Special Needs Scholarship Appeals.**

447 ~~[A.]~~(1)(a) A parent~~[-or-legal guardian]~~ of an eligible
448 student or a parent~~[-or-legal guardian]~~ of a prospective
449 eligible student may appeal only the following actions under
450 this rule:

451 (~~[1]~~i) an alleged ~~[USOE]~~violation~~[s]~~ by the
452 Superintendent of Sections 53A-1a-701 through 710 or ~~[R277-~~
453 ~~602]~~this rule; or

454 (~~[2]~~ii) an alleged ~~[USOE]~~violation~~[s]~~ by the
455 Superintendent of a required timeline[s].

456 (b) An appellant has no right to additional elements of
457 due process beyond the specific provisions of this rule.

458 ~~[B.]~~(2) The Appeals Committee may not grant an appeal
459 contrary to ~~[the statutory provisions of]~~Sections 53A-1a-701
460 through 53A-1a-710.

461 ~~[C.]~~(3) A parent shall submit ~~[A]~~an appeal~~[-shall be~~
462 ~~submitted]:~~

463 (a) in writing to the USOE Special Needs Scholarship
464 Coordinator at: Utah State Office of Education, 250 East 500
465 South, P.O. Box 144200, Salt Lake City, UT 84114-4200; and

466 (b) within 15 calendar days of written notification of
467 the final administrative decision.

468 (~~[1]~~4)(a) ~~[The appeal opportunity is expressly limited to~~
469 ~~an appeal submitted in writing for USOE consideration.]~~The
470 appeal opportunity does not include an investigation required

471 under or similar to an IDEA state complaint investigation.

472 [~~(2) Appellants have no right to additional elements of~~
473 ~~due process beyond the specific provisions of this rule.~~]

474 [(3)b) Nothing in the appeals process established under
475 [~~R277-602~~] this rule shall be construed to limit, replace, or
476 adversely affect parental appeal rights available under IDEA.

477 [~~D. Appeals shall be made within 15 days of written~~
478 ~~notification of the final administrative decision.~~]

479 [~~E.~~](5) [~~Appeals shall be considered by t~~] The Appeals
480 Committee shall:

481 (a) consider an appeal within 15 calendar days of receipt
482 of the written appeal[-];

483 [~~F.~~](b) [~~The decision of the Appeals Committee shall be~~
484 ~~transmitted~~] transmit the decision to a parent[~~s~~] no more than
485 ten calendar days following consideration by the Appeals
486 Committee[-]; and

487 [~~G.~~](c) [~~Appeals shall be~~] finalize[~~d~~] an appeal as
488 expeditiously as possible in the joint interest of schools and
489 students involved.

490 [~~H.~~](6) The Appeals Committee's decision is the final
491 administrative action.

492 **KEY: special needs students, scholarships**

493 **Date of Enactment or Last Substantive Amendment: [~~August 7,~~**
494 **2014]2015**

495 **Notice of Continuation: [~~June 10, 2013~~]2015**

496 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3;**
497 **53A-1a-706(5) (b) ; [~~53A-3-410(6)(i)(c)~~]Title 53A, Chapter 15,**
498 **Part 15; 53A-1a-707; 53A-1-401(3)**



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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: R280-203 *Certification Requirements for Interpreters/Transliterators for the Hearing Impaired* (Amendment)

Background:

R280-203 is amended to change terminology and other language to make the rule consistent with the Policies and Procedures Governing Certification of Interpreters and Transliterators Manual (Manual), to remove the year from the Manual, and to change the title of the Committee that reviews complaints.

Key Points:

The amendments to R280-203 change cued speech to cued language, remove the year 2009 from the title of the Manual, change the title of the committee that reviews complaints from the Commission to the Ethical Standards Subcommittee of the Advisory Board, and provide technical and conforming changes throughout the rule.

Anticipated Action:

It is proposed that the Law and Licensing Committee consider approving R280-203, as amended, on first reading in June. Staff intend to bring R280-203, as amended, back to the Committee in August for second reading and, if approved by the Committee, to the Board for third and final reading. A draft of the Manual will also be presented to the Committee in August for their information.

Contact: Angie Stallings, 801-538-7550
Glenna Gallo, 801-538-7757
Leah Voorhies, 801-538-7898

1 **R280. Education, Rehabilitation.**

2 **R280-203. Certification Requirements for Interpreters[+] and**
3 **Transliterators for the Hearing Impaired.**

4 **R280-203-[2]1. Authority and Purpose.**

5 [A.](1) This rule is authorized by:

6 (a) Section 53A-24-103, which places the USOR under the
7 policy direction of the Board[-];

8 (b) Sections 53A-26a-202, and 53A-26a-303 through 305,
9 which authorize the Board to make rules to implement the
10 Interpreter Services for the Hearing Impaired Act; and

11 (c) [~~The Board is authorized under~~] Subsection 53A-1-
12 401(3), which authorizes the Board to adopt rules [and
13 policies] in accordance with its responsibilities.

14 [B.](2) The purpose of this rule is to satisfy the
15 directives of Subsection 53A-26a-202(2), including:

16 ([1]a) certification qualifications provided in the
17 Manual;

18 ([2]b) procedures governing an application[~~s~~] for
19 certification;

20 ([3]c) provisions for a fair and impartial method of
21 examination of applicants; [~~and~~]

22 ([4]d) [~~procedures for determining~~] a definition of
23 unprofessional conduct by interpreters[+] and transliterators;
24 and

25 (e) conditions for reinstatement and renewal of
26 certification.

27 **R280-203-[1]2. Definitions.**

28 [A.](1) "Advisory board" means the Interpreters
29 Certification Board:

30 (a) created to assist the Board [~~created by~~]; and

31 (b) with the responsibilities [~~of~~] established by Sections
32 53A-26a-201 and 202.

33 [B. "~~American Sign Language (ASL), cued speech, and oral~~
34 ~~interpreting~~" are types of alternative communications for

35 ~~purposes of this rule.]~~

36 ~~[C. "Board" means the Utah State Board of Education.]~~

37 ~~[D.](2) "Certified interpreter[+]_or_transliterator"~~

38 ~~means [an individual]a person who:~~

39 ~~(a) provides an interpreter[+]_or_transliterator~~

40 ~~service[s]; and~~

41 ~~(b) is certified or qualified as required by state or~~

42 ~~federal law.~~

43 ~~[E.](3) "Hearing impaired or deaf" means a hearing loss~~

44 ~~[which]that:~~

45 ~~([+]a) necessitates the visual acquisition of the~~

46 ~~language; or~~

47 ~~([+]b) adversely affects the acquisition of language and~~

48 ~~communication but [which]that does not preclude the auditory~~

49 ~~acquisition of language.~~

50 ~~[F.](4) "Interpreter[+]_or_transliterator service[s]"~~

51 ~~means a service[s] that facilitates effective communication:~~

52 ~~(a) between a hearing person and a person who is hearing~~

53 ~~impaired or deaf, [such as]including:~~

54 ~~(i) a student to teacher[+];~~

55 ~~(ii) a student to staff; [and]or~~

56 ~~(iii) a student to peer[+]; and~~

57 ~~(b) through:~~

58 ~~(i) American Sign Language (ASL) or a language system or~~

59 ~~code that is modeled after or derived from ASL, in whole or in~~

60 ~~part[, or is in any way derived from ASL]; or~~

61 ~~(ii) cued [speech]language.~~

62 ~~[G.](5) "[LEA" means a [+]Local education agency[+]" or~~

63 ~~"LEA" [-including local school boards/public]means:~~

64 ~~(a) a school district[s+];~~

65 ~~(b) a charter school[s, and, for purposes of this rule,];~~

66 ~~or~~

67 ~~(c) the Utah Schools for the Deaf and the Blind.~~

68 ~~[H.](6) "Policies & Procedures Governing Certification of~~

69 ~~Interpreters and Transliterators Manual," 20[09]15~~

70 “(+)Manual(+)”, hereby incorporated by reference under
71 Subsection 63G-3-201(7), means the manual that provides
72 procedures for the certification examination process, renewal
73 of certification, length of certification, levels of
74 certification, examination, scoring, temporary permits, and
75 the disciplinary process for interpreters(+) and
76 transliterators in the event of misconduct.

77 (+)(7) “USOR” means the Utah State Office of
78 Rehabilitation.

79 **R280-203-3. Certification Qualifications and Report to the**
80 **[USOE]Superintendent.**

81 (A-)(1) A (C)candidate(s) for certification shall be at
82 least 18 years old.

83 (B-)(2) A (C)candidate(s) shall pass written and
84 performance evaluations provided by the Division of Services
85 to the Deaf and Hard of Hearing Utah Interpreter Program.

86 (C-)(3) A (C)candidate(s) shall meet the criteria of
87 Section 53A-26a-302 and the Manual.

88 (D-)(4) ~~[All individuals]~~ A person who provides an
89 interpreter(+) or transliterator service(s) to an LEA shall
90 complete a background check(-) and submit to ongoing
91 monitoring, prior to working in an LEA with a student(s)(-):

92 (a) through the(ir) person’s employer [–or an LEA that
93 contracts for the contractor’s services]whether the employer
94 is an LEA or an agency that contracts with an LEA; and

95 (b) in accordance with the requirements of Title 53A,
96 Chapter 15, Part 15, Background Checks.

97 (E-)(5) An LEA shall identify and report to the
98 [USOE]Superintendent [individuals]a person, including a
99 contractor(s), who provides an interpreter(+) or
100 transliterator service(s) to a student(s) for the LEA,
101 annually upon request.

102 (F-)(6) An LEA shall identify and report to the
103 [USOE]Superintendent a student(s) who receives an

104 interpreter[+] or transliterator service~~[s together with]~~ and
105 the provider of the service~~[s]~~, annually upon request.

106 **R280-203-4. Examination of Applicants for Certification.**

107 The Division of Services for the Deaf and Hard of Hearing
108 Utah Interpreter~~[s Certification Panel]~~ Program staff shall
109 test and rate a candidate~~[s]~~ applying for interpreter[+] or
110 transliterator certification consistent with the Manual.

111 **R280-203-5. Temporary Exemptions from Certification.**

112 ~~[A.](1) [Individuals may engage in the practice of a~~
113 ~~certified]~~ A person may provide an interpreter[+] or
114 transliterator ~~[in the public schools]~~ service without being
115 certified subject to the following circumstances and
116 limitations, and as outlined in the Manual:

117 ~~([+]a)(i)~~ a candidate is engaged in providing an
118 interpreters[+] or transliterator service~~[s]~~ while in a
119 training program ~~[in a recognized school]~~ approved by the
120 Board to the extent the candidate's activities are supervised
121 by qualified staff, or designee[+];

122 (ii) the service~~[s are]~~ is a defined part of the training
123 program[+]; and

124 (iii) if the candidate is providing a service in a public
125 school, the training program has a record that:

126 (A) the candidate has had a successful fingerprint
127 background check within one year prior to the date of the
128 interpreting[+] or transliterating service~~[s]~~ being provided;
129 or

130 (B) the candidate is subject to ongoing monitoring as
131 described in Title 53A, Chapter 15, Part 15, Background
132 Checks.

133 ~~([+]b)(i)~~ a candidate is engaged in an internship,
134 residency, apprenticeship, or an on-the-job training program
135 approved by the Board while under the supervision of qualified
136 persons~~[+]~~; and

137 (ii) ~~[who have]~~ the supervisor has a record of a
138 successful fingerprint background check if the candidate is
139 providing the service in a public school, consistent with
140 ~~[Section 53A-3-410(2)]~~ Title 53A, Chapter 15, Part 15,
141 Background Checks and Rule R277-516[-]; or

142 (~~3~~)c) a candidate meets the criteria consistent with
143 Subsections 53A-26a-305(1)(d) through [53A-26a-305](f).

144 ~~[B.]~~(2) Violation of any limitation identified in ~~[R280-~~
145 ~~203-5]~~ this section is grounds for rescission of exemption,
146 denial of certification, or other discipline as determined by
147 the Board.

148 **R280-203-6. Unprofessional Conduct.**

149 ~~[A.]~~(1) The Manual supplements the definition of
150 unprofessional conduct provided in 53A-26a-502.

151 ~~[B.]~~(2) The Board designates the procedure in ~~[R280-203-~~
152 ~~6]~~ this section as an informal adjudicative proceeding~~[-]~~ under
153 Section 63G-4-203.

154 ~~[C.]~~(3) A complaint alleging unprofessional conduct by a
155 certified interpreter~~[-]~~ or transliterator may be filed
156 consistent with the procedure in the Manual.

157 ~~[D.]~~(4) A member of the advisory board shall assist the
158 Board in reviewing the recommendation of the
159 ~~[Commission]~~ Ethical Standards subcommittee of the advisory
160 board, as provided in Subsection 53A-26a-202(3) and upon
161 request by the Board.

162 ~~[E.]~~(5) The Board shall make the final disciplinary
163 decision consistent with the Manual.

164 **R280-203-7. Renewal and Reinstatement.**

165 ~~[A.]~~(1) ~~[An individual]~~ A person holding an interpreter~~[-]~~
166 or transliterator certificate ~~[is eligible to]~~ may have that
167 certificate renewed as provided in the Manual.

168 ~~[B.]~~(2)(a) ~~[An individual]~~ a person whose interpreter~~[-]~~
169 or transliterator certificate has been suspended or revoked

170 for unlawful or unprofessional conduct may apply for
171 reinstatement to the Board.

172 (b) The Board may:

173 (i) require the applicant for reinstatement to complete
174 the procedure for certification; or

175 (ii) [~~may,~~] upon consultation with the advisory board,
176 designate the areas of the application process in which the
177 applicant [~~shall~~]will be reviewed.

178 **KEY: certification, interpreters/translitterators**

179 **Date of Enactment or Last Substantive Amendment: [~~January 2,~~]**
180 **2015**

181 **Notice of Continuation: September 9, 2014**

182 **Authorizing, and Implemented or Interpreted Law: 53A-24-103;**
183 **53A-1-401(3); 53A-26a-201 and 202, 53A-26a-303 through**
184 **53A-26a-305**



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: R277-606 *Public School Student Dropout Recovery (New)*

Background:

R277-606 is amended in response to S.B. 116 *Public School Dropout Recovery* (2015 Legislative Session).

Key Points:

This new rule, R277-606, provides procedures and requirements for LEAs to develop a dropout recovery program, recruit eligible students, and develop a learning plan; defines terms; clarifies who provides special education services in a dropout recovery program; provides procedures for calculating average daily membership for eligible students participating in a dropout recovery program; and provides reporting requirements and deadlines related to a school's dropout recovery program.

Anticipated Action:

It is proposed that the Law and Licensing Committee consider approving R277-606 on first reading and, if approved by the Committee, the Board consider approving R277-606 on second reading.

Contact: Angie Stallings, 801-538-7550
Natalie Grange, 801-538-7668
Sarah Wald, 801-538-7947

1 **R277. Education, Administration.**

2 **R277-606. Dropout Recovery Program.**

3 **R277-606-1. Authority and Purpose.**

4 (1) This rule is authorized by:

5 (a) Section 53A-17a-172, which requires the Board to
6 develop rules to set policies related to a dropout recovery
7 program;

8 (b) Utah Constitution Article X, Section 3, which vests
9 general control and supervision of public education in the
10 Board; and

11 (c) Subsection 53A-1-401(3) which permits the Board to
12 adopt rules in accordance with its responsibilities.

13 (2) The purpose of this rule is to:

14 (a) develop policies related to an LEA's dropout recovery
15 program;

16 (b) establish procedures for calculating average daily
17 membership for students who participate in a dropout recovery
18 program; and

19 (c) set reporting requirements for LEAs with a dropout
20 recovery program.

21 **R277-606-2. Definitions.**

22 For purposes of this rule:

23 (1) "Adequate monthly progress" has the same meaning as
24 that term is defined in Section 53A-17a-172.

25 (2) "At-risk eligible student" means a student has one or
26 more of the following risk factors:

27 (a) low performance on any statewide assessment;

28 (b) poverty;

29 (c) limited English proficiency;

30 (d) high mobility;

31 (e) past or current experience with one of the following:

32 (i) pregnancy before the age of 18;

33 (ii) drug addiction; or

34 (iii) family problems that would constitute a risk to the
35 student as determined by an LEA; or

36 (f) any other risk factor as determined by an LEA.

37 (3) "Attainment goal" has the same meaning as that term
38 is defined in Section 53A-17a-172.

39 (4) "Average daily membership" means the same as that
40 term is defined in Section 53A-17a-103.

41 (5) "Cohort" means the same as that term is defined in
42 Section 53A-17a-172.

43 (6) "College and career readiness work" means the same as
44 that term is defined in Section 53A-17a-172.

45 (7) "Eligible student" means a student:

46 (a) who has withdrawn from a secondary school prior to
47 earning a diploma with no legitimate reason for departure or
48 absence from school;

49 (b) who was dropped from average daily membership because
50 the student was not able to be counted by an LEA in membership
51 because the student was not meeting an applicable continuing
52 enrollment measurement chosen by the LEA as described in
53 Subsection R277-419-5A(2); and

54 (c)(i) whose cohort has not yet graduated; or

55 (ii) whose cohort graduated in the previous school year.

56 (8) "LEA" does not include:

57 (a) an alternative school as defined in Section 53A-1-
58 1102; or

59 (b) a statewide virtual school.

60 (9)(a) "Statewide course or program" means a statewide
61 course or program that:

62 (i) a student is able to enroll in; and

63 (ii) an LEA is able to count the student for enrollment
64 as described in R277-419.

65 (b) "Statewide course or program" includes the Statewide
66 Online Education Program described in Title 53A, Chapter 15,
67 Part 12, Statewide Online Education Program Act.

68 (10) "Third party provider" means a third party who
69 provides educational services on behalf of an LEA.

70 **R277-606-3. LEA Dropout Recovery Programs.**

71 (1) Beginning with the 2015-16 school year, an LEA that
72 serves students in grades 9, 10, 11, or 12 shall provide a
73 dropout recovery program for an eligible student with the
74 dropout recovery services described in Subsection 53A-17a-
75 172(2).

76 (2) An LEA that meets the description of an LEA required
77 to contract with a third party provider as described in
78 Subsection 53A-17a-172(4) shall contract with a third party
79 provider to provide the dropout recovery services described in
80 Subsection (1).

81 (3) An eligible student may:

82 (a) re-enroll in an LEA or statewide course or program;

83 (b) participate in an LEA's dropout recovery program; or

84 (c) both:

85 (i) re-enroll in an LEA or statewide course or program;

86 and

87 (ii) participate in a dropout recovery program.

88 (4)(a) If an eligible student chooses to enroll in a
89 dropout recovery program, the LEA, in consultation with the
90 eligible student, shall prepare a learning plan for the
91 eligible student that includes:

92 (i) an attainment goal for the eligible student; and

93 (ii) how the LEA will measure the eligible student's
94 adequate monthly progress toward the attainment goal.

95 (b) If an LEA is required to contract with a third party
96 provider to provide dropout recovery services, the third party
97 provider shall:

98 (i) work with the LEA to prepare a learning plan for an
99 eligible student described in Subsection (4)(a);

100 (ii) regularly report an eligible student's progress; and

101 (iii) maintain documentation:
102 (A) required to validate that an eligible student is
103 meeting adequate monthly progress; and
104 (B) required by the LEA for the LEA to meet the
105 requirements of Subsection R277-606-4(4).
106 (5) If an eligible student re-enrolls in an LEA or
107 statewide course or program, the LEA may count the student:
108 (a) in average daily membership in accordance with R277-
109 419; or
110 (b) for the 2015-16 school year only, using October 1
111 counts if the LEA is a charter school.
112 (6)(a) Subject to Subsection (7), if an eligible student
113 participates in a dropout recovery program as described in
114 Subsection (3)(b) or (3)(c):
115 (i) an LEA may receive an amount equal to the product of
116 the following for each eligible student who participates in
117 the LEA's dropout recovery program:
118 (A)(I) the value of one WPU for that school year; divided
119 by
120 (II) 180 days; and
121 (B) subject to Subsection (6)(b), the number of days that
122 eligible student made adequate monthly progress; and
123 (ii) may not count the student as described in Subsection
124 (5).
125 (b) An LEA using the formula described in Subsection
126 (6)(a) may not count a student for more than 22 school days
127 for each month that the eligible student makes adequate
128 monthly progress.
129 (c) If an eligible student participates in a dropout
130 recovery program as described in Subsection (3)(b) or (3)(c),
131 the Superintendent may not distribute to the LEA an amount
132 that is more than the value of the kindergarten through grade
133 12 weighted pupil unit, excluding add-on weighted pupil units,
134 for the eligible student each school year.

135 (7) An LEA may receive an amount as described in
136 Subsection (6) for an eligible student for a month if:

137 (a)(i) the LEA or third party provider has a personalized
138 learning plan in place for the eligible student on or before
139 the first school day of the month that the eligible student
140 participates in the dropout recovery program; and

141 (ii) the eligible student meets the definition of
142 adequate monthly progress for the month; or

143 (b) if the eligible student is an at-risk eligible
144 student:

145 (i) the at-risk eligible student met the definition of
146 adequate monthly progress in one of the two months immediately
147 preceding the month being reported; and

148 (ii) the LEA or the LEA's third party provider is
149 implementing appropriate interventions, as defined by the LEA,
150 to re-engage the at-risk eligible student in the dropout
151 recovery program.

152 (8)(a) If an eligible student is a student with a
153 disability and an LEA provides dropout recovery services
154 without using a third party provider, the LEA shall:

155 (i) prepare an IEP for the eligible student; and

156 (ii) provide the dropout recovery services in accordance
157 with the student's IEP.

158 (b) If an eligible student is a student with a disability
159 and an LEA contracts with a third party provider to provide
160 dropout recovery services to the eligible student:

161 (i) the LEA shall prepare an IEP for the eligible
162 student; and

163 (ii) the third party provider shall provide the dropout
164 recovery services to the eligible student in accordance with
165 the eligible student's IEP.

166 **R277-606-4. Reporting Requirements and Audits.**

167 (1)(a) Beginning with the 2015-16 school year, on or

168 before August 1 each year, an LEA shall submit a report to the
169 Superintendent on the LEA's dropout recovery services.

170 (b) The report described in Subsection (1)(a) shall
171 include:

172 (i) the information described in Section 53A-17a-172; and

173 (ii) if applicable, the name of a third party provider
174 the LEA is contracting with to provide dropout recovery
175 services.

176 (2) A third party provider working with an LEA on the
177 LEA's dropout recovery program shall report any information
178 requested by the LEA including any information required for
179 the LEA to submit a report described in Subsection (1).

180 (3) The Superintendent shall:

181 (a) review LEA reports described in Subsection (1); and

182 (b) ensure that an LEA described in Subsection R277-606-
183 3(2) contracts with a third party provider as required in
184 R277-606-3.

185 (4)(a) An LEA shall maintain documentation to comply with
186 the requirements of Section 53A-17a-172 and this rule.

187 (b) The Board or the Superintendent may request an audit
188 of an LEA's dropout recovery program.

189 **KEY: dropout recovery; pupil accounting**

190 **Date of Enactment of Last Substantive Amendment: 2015**

191 **Authorizing, Implemented, or Interpreted Law: Art X Sec 3;**

192 **53A-1-401(3); 53A-17a-172**



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: Changes to Board Bylaws

Background:

In the 2015 Legislative Session, H.B. 360 *Education Amendments* was passed. The legislation removed Board members previously appointed by statute, which included representatives from the Utah State Board of Regents, State Charter School Board, and Utah College of Applied Technology.

As outlined in its Bylaws, the Board membership also includes two appointed, nonvoting advisory members representing the Utah School Boards Association and the Coalition of Minorities Advisory Committee. These members have also been removed from the Board to be consistent with statute.

Key Points:

Changes are proposed to Board Bylaws Section III to remove the Board's nonvoting, appointed members.

Anticipated Action:

The Board will consider changing its Bylaws as proposed.

Contact: Angela Stallings, Associate Superintendent, 801-538-7550

BYLAWS OF THE UTAH STATE BOARD OF EDUCATION

III) Membership

- A) Fifteen members of the State Board of Education (Board) shall be nominated and elected as provided in Title 20A, Chapter 14 *Nomination and Election of State and Local School Boards*. (53A-1-101)
- ~~B) Two members of the State Board of Regents, appointed by the Chair of the State Board of Regents, shall serve as nonvoting members of the Board, without set term, until replaced by the Chair of the State Board of Regents. (53A-1-102(2)(a)(i))~~
- ~~C) One member of the Utah College of Applied Technology (UCAT) Board shall serve as a nonvoting member of the Board, without set term, until replaced by the Chair of the Board of Trustees of the Utah College of Applied Technology. (53A-1-101(2)(a)(ii))~~
- ~~D) One member of the State Charter School Board shall serve as a nonvoting member of the Board, without set term, until replaced by the Chair of the State Charter School Board. (53 A 1 101(2)(a)(iii))~~
- ~~E) One member of the Coalition of Minorities Advisory Committee (CMAC), appointed by the CMAC, may serve as a nonvoting advisor to the Board without set term until replaced by the CMAC.~~
- ~~F) One member of the Utah School Boards Association (USBA), appointed by the USBA, may serve as a nonvoting advisor to the Board without set term until replaced by the USBA.~~
- ~~G) Nonvoting members or advisors may have voting rights when serving on task forces or ad hoc committees created by the Board, but may not serve as chair or vice chair of Board committees unless approved by a quorum of the Board.~~
- H) B) The Board shall appoint a secretary who serves at the pleasure of the Board. (53A-1-201)



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Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

DISCUSSION: Update of USOE Progress on SB 235 *Education Modifications* (School Turnaround and Leadership Development Act)

Background:

The Legislature passed S.B. 235 *Education Modifications* during the 2015 General Session. SB 235 enacted Title 53A, Chapter 1, Part 12 *School Turnaround and Leadership Development Act*.

Key Points:

Superintendent Brad Smith will update the Committee on the progress of the Board's duties under Title 53A, Chapter 1, Part 12 *School Turnaround and Leadership Development Act*.

Anticipated Action:

It is anticipated that a Board rule will be drafted and presented to the Law and Licensing Committee and to the Board during the Board's August meetings.

Contact: Brad Smith, 801-538-7510
Angie Stallings, 801-538-7550

30 highly effective school leaders capable of initiating, achieving, and sustaining school
31 improvement efforts;

32 ▶ requires the State Board of Education to annually report to the Education Interim
33 Committee;

34 ▶ allows the State Board of Education to use certain nonlapsing funds, remaining at
35 the end of fiscal year 2015, for certain purposes; and

36 ▶ makes technical and conforming changes.

37 **Money Appropriated in this Bill:**

38 This bill appropriates in fiscal year 2016:

39 ▶ to the State Board of Education - State Office of Education - Initiative Programs, as
40 an ongoing appropriation:

41 • from the Education Fund, \$7,000,000; and

42 ▶ to the State Board of Education - State Office of Education - Initiative Programs, as
43 a one-time appropriation:

44 • from the Education Fund, \$1,000,000.

45 **Other Special Clauses:**

46 This bill provides a special effective date.

47 **Utah Code Sections Affected:**

48 AMENDS:

49 **53A-1a-108.5**, as enacted by Laws of Utah 2002, Chapter 324

50 **53A-1a-510**, as last amended by Laws of Utah 2014, Chapter 363

51 **53A-17a-105**, as last amended by Laws of Utah 2013, Chapter 310

52 ENACTS:

53 **53A-1-1201**, Utah Code Annotated 1953

54 **53A-1-1202**, Utah Code Annotated 1953

55 **53A-1-1203**, Utah Code Annotated 1953

56 **53A-1-1204**, Utah Code Annotated 1953

57 **53A-1-1205**, Utah Code Annotated 1953

- 58 [53A-1-1206](#), Utah Code Annotated 1953
- 59 [53A-1-1207](#), Utah Code Annotated 1953
- 60 [53A-1-1208](#), Utah Code Annotated 1953
- 61 [53A-1-1209](#), Utah Code Annotated 1953
- 62 [53A-1-1210](#), Utah Code Annotated 1953

63

64 *Be it enacted by the Legislature of the state of Utah:*

65 Section 1. Section [53A-1-1201](#) is enacted to read:

66 **Part 12. School Turnaround and Leadership Development Act**

67 **53A-1-1201. Title.**

68 This part is known as the "School Turnaround and Leadership Development Act."

69 Section 2. Section [53A-1-1202](#) is enacted to read:

70 **53A-1-1202. Definitions.**

71 As used in this part:

72 (1) "Board" means the State Board of Education.

73 (2) "Charter school authorizer" means the same as that term is defined in Section
74 [53A-1a-501.3](#).

75 (3) "District school" means a public school under the control of a local school board
76 elected under Title 20A, Chapter 14, Nomination and Election of State and Local School
77 Boards.

78 (4) "Educator" means the same as that term is defined in Section [53A-6-103](#).

79 (5) "Initial remedial year" means the year in which a district school or charter school is
80 designated as a low performing school under Section [53A-1-1203](#).

81 (6) "Low performing school" means a district school or charter school that has been
82 designated a low performing school by the board because the school is:

83 (a) in the lowest performing 3% of schools statewide according to the percentage of
84 possible points earned under the school grading system; and

85 (b) a low performing school according to other outcome-based measures as may be

86 defined in rules made by the board in accordance with Title 63G, Chapter 3, Utah
87 Administrative Rulemaking Act.

88 (7) "School grade" or "grade" means the letter grade assigned to a school under the
89 school grading system.

90 (8) "School grading system" means the system established under Part 11, School
91 Grading Act, of assigning letter grades to schools.

92 (9) "Statewide assessment" means a test of student achievement in English language
93 arts, mathematics, or science, including a test administered in a computer adaptive format that
94 is administered statewide under Part 6, Achievement Tests.

95 Section 3. Section **53A-1-1203** is enacted to read:

96 **53A-1-1203. State Board of Education to designate low performing schools.**

97 On or before August 15, the board shall annually designate a school as a low
98 performing school if the school is:

99 (1) in the lowest performing 3% of schools statewide according to the percentage of
100 possible points earned under the school grading system; and

101 (2) a low performing school according to other outcome-based measures as may be
102 defined in rules made by the board in accordance with Title 63G, Chapter 3, Utah
103 Administrative Rulemaking Act.

104 Section 4. Section **53A-1-1204** is enacted to read:

105 **53A-1-1204. Required action to turn around a low performing district school.**

106 (1) On or before October 1 of an initial remedial year, a local school board of a low
107 performing school shall establish a school turnaround committee composed of the following
108 members:

109 (a) the local school board member who represents the voting district where the low
110 performing school is located;

111 (b) the school principal;

112 (c) three parents of students enrolled in the low performing school appointed by the
113 chair of the school community council;

114 (d) one teacher at the low performing school appointed by the principal; and

115 (e) one teacher at the low performing school appointed by the school district
116 superintendent.

117 (2) (a) Subject to Subsection (2)(b), on or before October 15 of an initial remedial year,
118 a local school board of a low performing school shall partner with the school turnaround
119 committee to select an independent school turnaround expert from the experts identified by the
120 board under Section [53A-1-1206](#).

121 (b) A local school board may not select an independent school turnaround expert that
122 is:

123 (i) the school district; or

124 (ii) an employee of the school district.

125 (3) A school turnaround committee shall partner with the independent school
126 turnaround expert selected under Subsection (2) to develop and implement a school turnaround
127 plan that includes:

128 (a) the findings of the analysis conducted by the independent school turnaround expert
129 described in Subsection [53A-1-1206\(1\)\(a\)](#);

130 (b) recommendations regarding changes to the low performing school's personnel,
131 culture, curriculum, assessments, instructional practices, governance, leadership, finances,
132 policies, or other areas that may be necessary to implement the school turnaround plan;

133 (c) measurable student achievement goals and objectives;

134 (d) a professional development plan that identifies a strategy to address problems of
135 instructional practice;

136 (e) a detailed budget specifying how the school turnaround plan will be funded;

137 (f) a plan to assess and monitor progress;

138 (g) a plan to communicate and report data on progress to stakeholders; and

139 (h) a timeline for implementation.

140 (4) A local school board of a low performing school shall:

141 (a) prioritize school district funding and resources to the low performing school; and

142 (b) grant the low performing school streamlined authority over staff, schedule, policies,
143 budget, and academic programs to implement the school turnaround plan.

144 (5) (a) On or before March 1 of an initial remedial year, a school turnaround committee
145 shall submit the school turnaround plan to the local school board for approval.

146 (b) Except as provided in Subsection (5)(c), on or before April 1 of an initial remedial
147 year, a local school board of a low performing school shall submit the school turnaround plan
148 to the board for approval.

149 (c) If the local school board does not approve the school turnaround plan submitted
150 under Subsection (5)(a), the school turnaround committee may appeal the disapproval in
151 accordance with rules made by the board as described in Subsection [53A-1-1206\(5\)](#).

152 Section 5. Section **53A-1-1205** is enacted to read:

153 **53A-1-1205. Required action to terminate or turn around a low performing**
154 **charter school.**

155 (1) On or before August 20 of an initial remedial year, a charter school authorizer of a
156 low performing school shall initiate a review to determine whether the charter school is in
157 compliance with the school's charter agreement described in Section [53A-1a-508](#), including the
158 school's established minimum standards for student achievement.

159 (2) If a low performing school is found to be out of compliance with the school's
160 charter agreement, the charter school authorizer may terminate the school's charter in
161 accordance with Section [53A-1a-510](#).

162 (3) A charter school authorizer shall make a determination on the status of a low
163 performing school's charter under Subsection (2) on or before September 15 of an initial
164 remedial year.

165 (4) If a charter school authorizer does not terminate a low performing school's charter
166 under Subsection (2), a charter school governing board of a low performing school shall:

167 (a) on or before October 1 of an initial remedial year, establish a school turnaround
168 committee composed of the following members:

169 (i) a member of the charter school governing board, appointed by the chair of the

170 charter school governing board;
171 (ii) the school principal;
172 (iii) three parents of students enrolled in the low performing school, appointed by the
173 chair of the charter school governing board; and
174 (iv) two teachers at the low performing school, appointed by the school principal; and
175 (b) subject to Subsection (5), on or before October 15 of an initial remedial year, in
176 partnership with the school turnaround committee, select an independent school turnaround
177 expert from the experts identified by the board under Section [53A-1-1206](#).

178 (5) A charter school governing board may not select a school turnaround expert that:

179 (a) is a member of the charter school governing board;

180 (b) is an employee of the charter school; or

181 (c) has a contract to operate the charter school.

182 (6) A school turnaround committee shall partner with the independent school
183 turnaround expert selected under Subsection (4)(b) to develop and implement a school
184 turnaround plan that includes the elements described in Subsection [53A-1-1204](#)(3).

185 (7) (a) On or before March 1 of an initial remedial year, a school turnaround committee
186 shall submit the school turnaround plan to the charter school governing board for approval.

187 (b) Except as provided in Subsection (7)(c), on or before April 1 of an initial remedial
188 year, a charter school governing board of a low performing school shall submit the school
189 turnaround plan to the board for approval.

190 (c) If the charter school governing board does not approve the school turnaround plan
191 submitted under Subsection (7)(a), the school turnaround committee may appeal the
192 disapproval in accordance with rules made by the board as described in Subsection
193 [53A-1-1206](#)(5).

194 Section 6. Section **53A-1-1206** is enacted to read:

195 **53A-1-1206. State Board of Education to identify independent school turnaround**
196 **experts -- Review and approval of school turnaround plans -- Appeals process.**

197 (1) On or before August 30, the board shall identify two or more approved independent

198 school turnaround experts, through a request for proposals process, that a low performing
199 school may select from to partner with to:

200 (a) collect and analyze data on the low performing school's student achievement,
201 personnel, culture, curriculum, assessments, instructional practices, governance, leadership,
202 finances, and policies;

203 (b) recommend changes to the low performing school's culture, curriculum,
204 assessments, instructional practices, governance, finances, policies, or other areas based on
205 data collected under Subsection (1)(a);

206 (c) develop and implement, in partnership with the school turnaround committee, a
207 school turnaround plan that meets the criteria described in Subsection [53A-1-1204\(3\)](#);

208 (d) monitor the effectiveness of a school turnaround plan through reliable means of
209 evaluation, including on-site visits, observations, surveys, analysis of student achievement data,
210 and interviews;

211 (e) provide ongoing implementation support and project management for a school
212 turnaround plan;

213 (f) provide high-quality professional development personalized for school staff that is
214 designed to build the:

215 (i) leadership capacity of the school principal; and

216 (ii) instructional capacity of school staff; and

217 (g) leverage support from community partners to coordinate an efficient delivery of
218 supports to students both inside and outside the classroom.

219 (2) In identifying independent school turnaround experts under Subsection (1), the
220 board shall identify experts that:

221 (a) have a credible track record of improving student academic achievement in public
222 schools with various demographic characteristics, as measured by statewide assessments;

223 (b) have experience designing, implementing, and evaluating data-driven instructional
224 systems in public schools;

225 (c) have experience coaching public school administrators and teachers on designing

226 data-driven school improvement plans;

227 (d) have experience working with the various education entities that govern public
228 schools;

229 (e) have experience delivering high-quality professional development in instructional
230 effectiveness to public school administrators and teachers;

231 (f) are willing to be compensated for professional services based on performance as
232 described in Subsection (3); and

233 (g) are willing to partner with any low performing school in the state, regardless of
234 location.

235 (3) (a) When awarding a contract to an independent school turnaround expert selected
236 by a local school board under Subsection 53A-1-1204(2) or by a charter school governing
237 board under Subsection 53A-1-1205(4)(b), the board shall ensure that a contract between the
238 board and the independent school turnaround expert specifies that the board will:

239 (i) pay an independent school turnaround expert no more than 50% of the expert's
240 professional fees at the beginning of the independent school turnaround expert's work for the
241 low performing school; and

242 (ii) pay the remainder of the independent school turnaround expert's professional fees
243 upon the independent school turnaround expert successfully helping a low performing school
244 improve the low performing school's grade within three school years after a school is
245 designated a low performing school.

246 (b) In negotiating a contract with an independent school turnaround expert, the board
247 shall offer:

248 (i) differentiated amounts of funding based on student enrollment; and

249 (ii) a higher amount of funding for schools that are in the lowest performing 1% of
250 schools statewide according to the percentage of possible points earned under the school
251 grading system.

252 (4) The board shall:

253 (a) review a school turnaround plan submitted for approval under Subsection

254 53A-1-1204(5)(b) or under Subsection 53A-1-1205(7)(b) within 30 days of submission;
255 (b) approve a school turnaround plan that:
256 (i) is timely;
257 (ii) is well-developed; and
258 (iii) meets the criteria described in Subsection 53A-1-1204(3); and
259 (c) subject to legislative appropriations, provide funding to a low performing school for
260 interventions identified in an approved school turnaround plan if the local school board or
261 charter school governing board provides matching funds or an in-kind contribution of goods or
262 services in an amount equal to the funding the low performing school would receive from the
263 board.
264 (5) (a) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act,
265 the board shall make rules to establish an appeals process for:
266 (i) a low performing district school that is not granted approval from the district
267 school's local school board under Subsection 53A-1-1204(5)(b);
268 (ii) a low performing charter school that is not granted approval from the charter
269 school's charter school governing board under Subsection 53A-1-1205(7)(b); and
270 (iii) a local school board or charter school governing board that is not granted approval
271 from the board under Subsection (4)(b).
272 (b) The board shall ensure that rules made under Subsection (5)(a) require an appeals
273 process described in:
274 (i) Subsections (5)(a)(i) and (ii) to be resolved on or before April 1 of the initial
275 remedial year; and
276 (ii) Subsection (5)(a)(iii) to be resolved on or before May 15 of the initial remedial
277 year.
278 (6) The board shall balance the need to prioritize funding appropriated by the
279 Legislature to contract with highly qualified independent school turnaround experts with the
280 need to set aside funding for:
281 (a) interventions to facilitate the implementation of a school turnaround plan under

282 Subsection (4)(c); and

283 (b) the School Recognition and Reward Program created under Section 53A-1-1208.

284 Section 7. Section 53A-1-1207 is enacted to read:

285 **53A-1-1207. Consequences for failing to improve the school grade of a low**
286 **performing school.**

287 (1) As used in this section, "high performing charter school" means a charter school
288 that:

289 (a) satisfies all requirements of state law and board rules;

290 (b) meets or exceeds standards for student achievement established by the charter
291 school's charter school authorizer; and

292 (c) has received at least a "B" grade under the school grading system in the previous
293 two school years.

294 (2) (a) A low performing school that does not improve the low performing school's
295 grade by at least one letter grade within three school years after the day on which the school is
296 designated a low performing school may petition the board for an extension to continue school
297 improvement efforts for up to two years.

298 (b) The board may only grant an extension under Subsection (2)(a) if the low
299 performing school has increased the number of points awarded under the school grading
300 system by at least:

301 (i) 25% for a school that is not a high school; and

302 (ii) 10% for a high school.

303 (c) The board may extend the contract of an independent school turnaround expert of a
304 low performing school that is granted an extension under this Subsection (2).

305 (d) A school that has been granted an extension under this Subsection (2) is eligible
306 for:

307 (i) continued funding under Subsection 53A-1-1206(4)(c); and

308 (ii) the School Recognition and Reward Program under Section 53A-1-1208.

309 (3) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the

310 board shall make rules establishing consequences for a low performing school that:

311 (a) (i) does not improve the school's grade within three school years after the day on
312 which the school is designated a low performing school; and

313 (ii) is not granted an extension under Subsection (2); or

314 (b) (i) is granted an extension under Subsection (2); and

315 (ii) does not improve the school's grade within two school years after the day on which
316 the low performing school is granted an extension.

317 (4) The board shall ensure that the rules established under Subsection (3) include a
318 mechanism for:

319 (a) restructuring a district school that may include:

320 (i) contract management;

321 (ii) conversion to a charter school; or

322 (iii) state takeover; and

323 (b) restructuring a charter school that may include:

324 (i) termination of a school's charter;

325 (ii) closure of a charter school; or

326 (iii) transferring operation and control of the charter school to:

327 (A) a high performing charter school; or

328 (B) the school district in which the charter school is located.

329 Section 8. Section **53A-1-1208** is enacted to read:

330 **53A-1-1208. School Recognition and Reward Program.**

331 (1) As used in this section, "eligible school" means a low performing school that:

332 (a) improves the school's grade by at least one grade level within three school years
333 after the day on which the school is designated a low performing school; or

334 (b) (i) has been granted an extension under Subsection [53A-1-1207\(2\)](#); and

335 (ii) improves the school's grade by at least one grade level within the extension period.

336 (2) The School Recognition and Reward Program is created to provide incentives to
337 schools and educators to improve the school grade of a low performing school.

338 (3) Subject to appropriations by the Legislature, upon the annual release of school
339 grades by the board, the board shall distribute a reward equal to:

340 (a) for an eligible school that improves the eligible school's grade one grade level:

341 (i) \$100 per tested student; and

342 (ii) \$1,000 per educator;

343 (b) for an eligible school that improves the eligible school's grade two grade levels:

344 (i) \$200 per tested student; and

345 (ii) \$2,000 per educator;

346 (c) for an eligible school that improves the eligible school's grade three grade levels:

347 (i) \$300 per tested student; and

348 (ii) \$3,000 per educator; and

349 (d) for an eligible school that improves the eligible school's grade four grade levels:

350 (i) \$500 per tested student; and

351 (ii) \$5,000 per educator.

352 (4) The principal of an eligible school that receives a reward under Subsection (3), in
353 consultation with the educators at the eligible school, may determine how to use the money in
354 the best interest of the school, including providing bonuses to educators.

355 (5) If the number of qualifying eligible schools exceeds available funds, the board may
356 reduce the amounts specified in Subsection (3).

357 Section 9. Section **53A-1-1209** is enacted to read:

358 **53A-1-1209. School Leadership Development Program.**

359 (1) As used in this section, "school leader" means a school principal or assistant
360 principal.

361 (2) There is created the School Leadership Development Program to increase the
362 number of highly effective school leaders capable of initiating, achieving, and sustaining
363 school improvement efforts.

364 (3) The board shall identify one or more providers, through a request for proposals
365 process, to develop or provide leadership development training for school leaders that:

- 366 (a) may provide in-depth training in proven strategies to turn around low performing
367 schools;
- 368 (b) may emphasize hands-on and job-embedded learning;
- 369 (c) aligns with the state's leadership standards established by board rule;
- 370 (d) reflects the needs of a school district or charter school where a school leader serves;
- 371 (e) may include training on using student achievement data to drive decisions;
- 372 (f) may develop skills in implementing and evaluating evidence-based instructional
373 practices; and
- 374 (g) may develop skills in leading collaborative school improvement structures,
375 including professional learning communities.
- 376 (4) Subject to legislative appropriations, the State Board of Education shall provide
377 incentive pay to a school leader who:
- 378 (a) completes leadership development training under this section; and
- 379 (b) agrees to work, for at least five years, in a school that received an "F" grade or "D"
380 grade under the school grading system in the school year previous to the first year the school
381 leader:
- 382 (i) completes leadership development training; and
- 383 (ii) begins to work, or continues to work, in a school described in this Subsection
384 (4)(b).
- 385 (5) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the
386 board shall make rules specifying:
- 387 (a) eligibility criteria for a school leader to participate in the School Leadership
388 Development Program;
- 389 (b) application procedures for the School Leadership Development Program;
- 390 (c) criteria for selecting school leaders from the application pool; and
- 391 (d) procedures for awarding incentive pay under Subsection (4).
- 392 Section 10. Section **53A-1-1210** is enacted to read:
- 393 **53A-1-1210. Reporting requirement.**

394 On or before November 30 of each year, the board shall report to the Education Interim
395 Committee on the provisions of this part.

396 Section 11. Section **53A-1a-108.5** is amended to read:

397 **53A-1a-108.5. School improvement plan.**

398 (1) (a) Each school community council shall annually evaluate the school's [~~U-PASS~~]
399 statewide achievement test results and use the evaluations in developing a school improvement
400 plan.

401 (b) In evaluating [~~U-PASS~~] statewide achievement test results and developing a school
402 improvement plan, a school community council may not have access to data that reveal the
403 identity of students.

404 (2) [~~Each~~] A school community council shall develop a school improvement plan
405 [~~shall~~] that:

406 (a) [~~identify~~] identifies the school's most critical academic needs;

407 (b) [~~recommend~~] recommends a course of action to meet the identified needs;

408 (c) [~~list~~] lists any programs, practices, materials, or equipment that the school will need
409 to implement its action plan to have a direct impact on the instruction of students and result in
410 measurable increased student performance; and

411 (d) [~~describe~~] describes how the school intends to enhance or improve academic
412 achievement, including how financial resources available to the school, such as School LAND
413 Trust Program money received under Section **53A-16-101.5** and state and federal grants, will
414 be used to enhance or improve academic achievement.

415 (3) [~~The~~] Although a school improvement plan [~~shall focus~~] focuses on the school's
416 most critical academic needs [~~but~~], the plan may include other actions to enhance or improve
417 academic achievement and the community environment for students.

418 (4) The school principal shall make available to the school community council the
419 school budget and other data needed to develop the school improvement plan.

420 (5) The school improvement plan [~~shall be~~] is subject to the approval of the local
421 school board of the school district in which the school is located.

422 (6) A school community council may develop a multiyear school improvement plan,
423 but the plan must be presented to and approved annually by the local school board.

424 (7) Each school shall:

425 (a) implement the school improvement plan as developed by the school community
426 council and approved by the local school board;

427 (b) provide ongoing support for the council's plan; and

428 (c) meet local school board reporting requirements regarding performance and
429 accountability.

430 (8) The school community council of a low performing school, as defined in Section
431 53A-1-1202, shall develop a school improvement plan that is consistent with the school
432 turnaround plan developed by the school turnaround committee under Chapter 1, Part 12,
433 School Turnaround and Leadership Development Act.

434 Section 12. Section **53A-1a-510** is amended to read:

435 **53A-1a-510. Termination of a charter.**

436 (1) Subject to the requirements of Subsection (3), a charter school authorizer may
437 terminate a school's charter for any of the following reasons:

438 (a) failure of the charter school to meet the requirements stated in the charter;

439 (b) failure to meet generally accepted standards of fiscal management;

440 (c) subject to Subsection (8), failure to make adequate yearly progress under the No
441 Child Left Behind Act of 2001, 20 U.S.C. Sec. 6301 et seq.;

442 (d) (i) designation as a low performing school under Chapter 1, Part 11, School
443 Grading Act; and

444 (ii) failure to improve the school's grade under the conditions described in Chapter 1,
445 Part 12, School Turnaround and Leadership Development Act;

446 [~~(d)~~] (e) violation of requirements under this part or another law; or

447 [~~(e)~~] (f) other good cause shown.

448 (2) (a) The authorizer shall notify the following of the proposed termination in writing,
449 state the grounds for the termination, and stipulate that the governing board may request an

450 informal hearing before the authorizer:

451 (i) the governing board of the charter school; and

452 (ii) if the charter school is a qualifying charter school with outstanding bonds issued in
453 accordance with Chapter 20b, Part 2, Charter School Credit Enhancement Program, the Utah
454 Charter School Finance Authority.

455 (b) Except as provided in Subsection (2)(e), the authorizer shall conduct the hearing in
456 accordance with Title 63G, Chapter 4, Administrative Procedures Act, within 30 days after
457 receiving a written request under Subsection (2)(a).

458 (c) If the authorizer, by majority vote, approves a motion to terminate a charter school,
459 the governing board of the charter school may appeal the decision to the State Board of
460 Education.

461 (d) (i) The State Board of Education shall hear an appeal of a termination made
462 pursuant to Subsection (2)(c).

463 (ii) The State Board of Education's action is final action subject to judicial review.

464 (e) (i) If the authorizer proposes to terminate the charter of a qualifying charter school
465 with outstanding bonds issued in accordance with Chapter 20b, Part 2, Charter School Credit
466 Enhancement Program, the authorizer shall conduct a hearing described in Subsection (2)(b)
467 120 days or more after notifying the following of the proposed termination:

468 (A) the governing board of the qualifying charter school; and

469 (B) the Utah Charter School Finance Authority.

470 (ii) Prior to the hearing described in Subsection (2)(e)(i), the Utah Charter School
471 Finance Authority shall meet with the authorizer to determine whether the deficiency may be
472 remedied in lieu of termination of the qualifying charter school's charter.

473 (3) An authorizer may not terminate the charter of a qualifying charter school with
474 outstanding bonds issued in accordance with Chapter 20b, Part 2, Charter School Credit
475 Enhancement Program, without mutual agreement of the Utah Charter School Finance
476 Authority and the authorizer.

477 (4) (a) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act,

478 the State Board of Education shall make rules that require a charter school to report any threats
479 to the health, safety, or welfare of its students to the State Charter School Board in a timely
480 manner.

481 (b) The rules under Subsection (4)(a) shall also require the charter school report to
482 include what steps the charter school has taken to remedy the threat.

483 (5) Subject to the requirements of Subsection (3), the authorizer may terminate a
484 charter immediately if good cause has been shown or if the health, safety, or welfare of the
485 students at the school is threatened.

486 (6) If a charter is terminated during a school year, the following entities may apply to
487 the charter school's authorizer to assume operation of the school:

488 (a) the school district where the charter school is located;

489 (b) the governing board of another charter school; or

490 (c) a private management company.

491 (7) (a) If a charter is terminated, a student who attended the school may apply to and
492 shall be enrolled in another public school under the enrollment provisions of Chapter 2, Part 2,
493 District of Residency, subject to space availability.

494 (b) Normal application deadlines shall be disregarded under Subsection (7)(a).

495 (8) Subject to the requirements of Subsection (3), an authorizer may terminate a charter
496 pursuant to Subsection (1)(c) under the same circumstances that local educational agencies are
497 required to implement alternative governance arrangements under 20 U.S.C. Sec. 6316.

498 Section 13. Section **53A-17a-105** is amended to read:

499 **53A-17a-105. Powers and duties of State Board of Education to adjust Minimum**
500 **School Program allocations -- Use of remaining funds at the end of a fiscal year.**

501 (1) For purposes of this section:

502 (a) "Board" means the State Board of Education.

503 (b) "ESEA" means the Elementary and Secondary Education Act of 1965, 20 U.S.C.

504 Sec. 6301 et seq.

505 (c) "LEA" means:

506 (i) a school district; or

507 (ii) a charter school.

508 (d) "Program" means a program or allocation funded by a line item appropriation or
509 other appropriation designated as:

510 (i) Basic Program;

511 (ii) Related to Basic Programs;

512 (iii) Voted and Board Levy Programs; or

513 (iv) Minimum School Program.

514 [(+)] (2) Except as provided in Subsection [(2)] (3) or [(4)] (5), if the number of
515 weighted pupil units in a program is underestimated, the [~~State Board of Education~~] board shall
516 reduce the value of the weighted pupil unit in that program so that the total amount paid for the
517 program does not exceed the amount appropriated for the program.

518 [(2)] (3) If the number of weighted pupil units in a program is overestimated, the [~~State~~
519 ~~Board of Education~~] board shall spend excess money appropriated for the following purposes
520 giving priority to the purpose described in Subsection [(2)] (3)(a):

521 (a) to support the value of the weighted pupil unit in a program within the basic
522 state-supported school program in which the number of weighted pupil units is underestimated;

523 (b) to support the state guarantee per weighted pupil unit provided under the voted
524 local levy program established in Section 53A-17a-133 or the board local levy program
525 established in Section 53A-17a-164, if:

526 (i) local contributions to the voted local levy program or board local levy program are
527 overestimated; or

528 (ii) the number of weighted pupil units within school districts qualifying for a
529 guarantee is underestimated;

530 (c) to support the state supplement to local property taxes allocated to charter schools,
531 if the state supplement is less than the amount prescribed by Subsection 53A-1a-513(4); or

532 (d) to support a school district with a loss in student enrollment as provided in Section
533 53A-17a-139.

534 ~~[(3)]~~ (4) If local contributions from the minimum basic tax rate imposed under Section
535 53A-17a-135 are overestimated, the ~~[State Board of Education]~~ board shall reduce the value of
536 the weighted pupil unit for all programs within the basic state-supported school program so the
537 total state contribution to the basic state-supported school program does not exceed the amount
538 of state funds appropriated.

539 ~~[(4)]~~ (5) If local contributions from the minimum basic tax rate imposed under Section
540 53A-17a-135 are underestimated, the ~~[State Board of Education]~~ board shall:

541 (a) spend the excess local contributions for the purposes specified in Subsection ~~[(2)]~~
542 (3), giving priority to supporting the value of the weighted pupil unit in programs within the
543 basic state-supported school program in which the number of weighted pupil units is
544 underestimated; and

545 (b) reduce the state contribution to the basic state-supported school program so the
546 total cost of the basic state-supported school program does not exceed the total state and local
547 funds appropriated to the basic state-supported school program plus the local contributions
548 necessary to support the value of the weighted pupil unit in programs within the basic
549 state-supported school program in which the number of weighted pupil units is underestimated.

550 ~~[(5)]~~ (6) Except as provided in Subsection ~~[(2)]~~ (3) or ~~[(4)]~~ (5), the ~~[State Board of~~
551 ~~Education]~~ board shall reduce the guarantee per weighted pupil unit provided under the voted
552 local levy program established in Section 53A-17a-133 or board local levy program established
553 in Section 53A-17a-164, if:

554 (a) local contributions to the voted local levy program or board local levy program are
555 overestimated; or

556 (b) the number of weighted pupil units within school districts qualifying for a
557 guarantee is underestimated.

558 (7) (a) The board may use program funds as described in Subsection (7)(b) if:

559 (i) the state loses flexibility due to the U.S. Department of Education's rejection of the
560 state's renewal application for flexibility under the ESEA; and

561 (ii) the state is required to fully implement the requirements of Title I of the ESEA, as

562 amended by the No Child Left Behind Act of 2001.

563 (b) Subject to the requirements of Subsections (7)(a) and (c), for fiscal year 2016, after
564 any transfers or adjustments described in Subsections (2) through (6) are made, the board may
565 use up to \$15,000,000 of excess money appropriated to a program, remaining at the end of
566 fiscal year 2015, to mitigate a budgetary impact to an LEA due to the LEA's loss of flexibility
567 related to implementing the requirements of Title I of the ESEA, as amended by the No Child
568 Left Behind Act of 2001.

569 (c) In addition to the reporting requirement described in Subsection (9), the board shall
570 report actions taken by the board under this Subsection (7) to the Executive Appropriations
571 Committee.

572 ~~[(6)]~~ (8) Money appropriated to the ~~[State Board of Education]~~ board is nonlapsing.

573 ~~[(7)]~~ (9) The ~~[State Board of Education]~~ board shall report actions taken by the board
574 under this section to the Office of the Legislative Fiscal Analyst and the Governor's Office of
575 Management and Budget.

576 **Section 14. Appropriation.**

577 Under the terms and conditions of Title 63J, Chapter 1, Budgetary Procedures Act, for
578 the fiscal year beginning July 1, 2015, and ending June 30, 2016, the following sums of money
579 are appropriated from resources not otherwise appropriated, or reduced from amounts
580 previously appropriated, out of the funds or accounts indicated. These sums of money are in
581 addition to any amounts previously appropriated for fiscal year 2016.

582 To State Board of Education - State Office of Education - Initiative Programs

583 From Education Fund \$7,000,000

584 From Education Fund, One-time \$1,000,000

585 Schedule of Programs:

586 Contracts and Grants - Low Performing Schools \$8,000,000

587 The Legislature intends that:

588 (1) the State Board of Education:

589 (a) may use up to \$500,000 of the appropriation under this section for the School

590 Leadership Development Program created under Section [53A-1-1209](#);

591 (b) shall use, or set aside for future use, at least \$1,000,000 of the appropriation under
592 this section for the School Recognition and Reward Program created under Section
593 [53A-1-1208](#); and

594 (c) shall use the remaining funds in accordance with the direction provided in
595 Subsection [53A-1-1206\(6\)](#); and

596 (2) \$7,000,000 of the appropriation under this section is:

597 (a) ongoing; and

598 (b) non-lapsing.

599 **Section 15. Effective date.**

600 Uncodified Section 14, Appropriation, takes effect on July 1, 2015.



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: Amendment request from Guadalupe School

Background:

Guadalupe School opened as a charter school in fall 2007 serving just under 100 students in grades K-3. The school's charter agreement was amended to expand to serving 280 students in grades K-6. Guadalupe School requests to add 20 students beginning in 2015-2016 bringing the total authorized enrollment to 300. The State Charter School Board has reviewed and approved the amendment to the school's charter agreement and forwards it to the State Board of Education for consideration.

Key Points:

Guadalupe School serves a student population with a high number of ELLs. The executive summary report is included and additional information submitted by the school can be found at <http://schools.utah.gov/charterschools/State-Charter-School-Board/2015-Board-Meetings/May-2015.aspx>

Anticipated Action:

The Law and Licensing Committee will consider approving Guadalupe School governing board's request as outlined in the amendment documentation. If approved by the Committee, the Board will consider approving the request.

Contact: Dr. Marlies Burns, Executive Director, State Charter School Board, 801-538-7817

AMENDMENT

Utah State Board of Education Charter School Board Executive Summary Report

The Utah State Charter School Board (SCSB) is charged with authorizing, monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USBE) per Utah Code 53A-1a-501.5.

This summary report shall be completed by the SCSB and submitted to Brad C. Smith, State Superintendent of Public Instruction, Utah State Office of Education, two weeks ahead of the regularly scheduled USBE meetings for approval and inclusion in the board's agenda materials. Only that which is in writing, and included in the agenda materials, as ratified for recommendation by the SCSB, shall be considered by the USBE in its final approval process. Attachments, by way of clarification, or elaboration, may be included.

1. Charter School Guadalupe School

2. Website www.guadalupeschoolslc.org

Board Chair: Dave Lamb Email davelamb@q.com

School Administrator: Lory Curtis Email lory.curtis@guadalupeschoolslc.org

3. The Charter school is located in which school district? Salt Lake City

4. Requested amendment to charter (summary – full report can be found on State Charter School Board website at: <http://schools.utah.gov/charterschools/State-Charter-School-Board/2015-Board-Meetings/May-2015.aspx>)

Guadalupe School governing board requests approval to add 20 students beginning in the 2015-2016 school year.

5. Charter school mission and purpose(s):

The mission of Guadalupe Charter School is to provide a high quality, individualized instruction for children who are at risk of school failure, emphasizing student academic achievement and college and career readiness. We believe that only when students master fundamentals and are fluent in the basic foundational knowledge of the major disciplines can they move on to effectively express their knowledge and master higher-level skills.

Guadalupe is a community of students, staff and volunteers who believe that education is the greatest tool to fight the cycle of poverty. We are five programs within one school, each reaching individuals and families in poverty. To all who enroll in our programs, we provide a sense of connection, a welcome place to learn and a chance to find better opportunities.

6. Charter school student demographics (2014-2015 data):

- 248 students in grades K - 6
- 94.0% ethnic/racial minority
- 82.7% students are economically disadvantaged
- 66.5% students are learning English
- 7.7% students with disabilities

Salt Lake City School District student demographics (2014-2015 data):

- 23,615 students in grades K – 12
- 59.0% ethnic/racial minority
- 62.8% students are economically disadvantaged
- 19.4% students learning English
- 12.4% students with disabilities

7. What is the position of the local district regarding the amendment request? Who was the contact at the local district? (Attachment of letters, if necessary)

The school submitted the entire amendment request to Dr. McKell Withers, Salt Lake City School District Superintendent, on March 18, 2015. No concerns from the districts have been received to date.

8. Please provide a summary of the Utah State Charter School Board discussion pertaining to this amendment request, including points it would like the Utah State Board of Education to consider when making the decision to approve the amendment.

Guadalupe School is working through a ‘bubble’ class. If the amendment request is not approved, they will have to ask students to leave the school this fall (or educate the additional students without state funding) as their enrollment will exceed the school authorized cap.

9. Votes of the SCSB in approving the charter school application:

(Listing of charter board members’ vote)

Robert Enger, DeLaina Tonks	
Kristin Elinkowski, Bruce Davis	
<u>Howard Headlee, Dean Brockbank</u>	Recommended full approval
<u>Tim Beagley</u> _____	Not present for vote



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Teryl Warner
Joel Wright

Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: Amendment request from Freedom Preparatory Academy

Background:

Freedom Preparatory Academy opened in fall 2003 serving a few hundred students in grades K-6. The school's charter agreement was amended to expand to serving 1,220 students in grades K-12. Freedom Preparatory Academy requests to add 80 students beginning in 2015-2016 bringing the total authorized enrollment to 1,300. The State Charter School Board has reviewed and approved the amendment to the school's charter agreement and forwards it to the State Board of Education for consideration.

Key Points:

Freedom Preparatory Academy is a high performing school and has been for several years. The governing board created a strategic plan and studied its enrollment patterns to determine which location would be the best for a satellite campus. The executive summary report is included and additional information submitted by the school can be found at

<http://schools.utah.gov/charterschools/State-Charter-School-Board/2015-Board-Meetings/May-2015.aspx>

Anticipated Action:

The Law and Licensing Committee will consider approving Freedom Preparatory Academy governing board's request as outlined in the amendment documentation. If approved by the Committee, the Board will consider approving the request.

Contact: Dr. Marlies Burns, Executive Director, State Charter School Board, 801-538-7817

AMENDMENT

Utah State Board of Education Charter School Board Executive Summary Report

The Utah State Charter School Board (SCSB) is charged with authorizing, monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USBE) per Utah Code 53A-1a-501.5.

This summary report shall be completed by the SCSB and submitted to Brad C. Smith, State Superintendent of Public Instruction, Utah State Office of Education, two weeks ahead of the regularly scheduled USBE meetings for approval and inclusion in the board's agenda materials. Only that which is in writing, and included in the agenda materials, as ratified for recommendation by the SCSB, shall be considered by the USBE in its final approval process. Attachments, by way of clarification, or elaboration, may be included.

1. Charter School Freedom Preparatory Academy

2. Website www.freedomprep.net

Board Chair: Daniela Alvarez Email alvrz.d@gmail.com

School Administrator: Lynne Herring Email lherring@freedomprep.net

3. The Charter school is located in which school district? Provo City

4. Requested amendment to charter (summary – full report can be found on State Charter School Board website at: <http://schools.utah.gov/charterschools/State-Charter-School-Board/2015-Board-Meetings/May-2015.aspx>)

Freedom Preparatory Academy governing board requests approval to add 80 students beginning in the 2015-2016 school year to campus #1 (total authorized 1,300).

5. Charter school mission and purpose(s):

Freedom Preparatory Academy empowers students to become effective communicators, critical thinkers and ethical and passionate leaders through a broad, rigorous curriculum, participation in school activities and community outreach. With a focus on college preparation life-long learning students will experience a challenging atmosphere while building a foundation for global success. Freedom Preparatory Academy will have a positive and measurable impact in the local community and beyond, by providing an education of the highest quality to students who will go on to become leaders in their family, community, business and society.

6. Charter school student demographics (2014-2015 data):

- 1062 students in grades K-12
- 38.4% ethnic/racial minority
- 41.2% students are economically disadvantaged
- 7.3% students are learning English
- 9.2% students with disabilities

Provo City District student demographics (2014-2015 data):

- 16,600 students in grades K – 12
- 32.8% ethnic/racial minority
- 39.8% students are economically disadvantaged
- 9.6% students learning English
- 11.1% students with disabilities

7. What is the position of the local district regarding the amendment request? Who was the contact at the local district? (Attachment of letters, if necessary)

The school submitted the entire amendment request to Keith C. Rittel, Provo City School District Superintendent on April 24, 2015. No concerns from the district has been received to date.

8. Please provide a summary of the Utah State Charter School Board discussion pertaining to this amendment request, including points it would like the Utah State Board of Education to consider when making the decision to approve the amendment.

Freedom Preparatory Academy is a high performing charter school and has been for several years.

9. Votes of the SCSB in approving the charter school application:

(Listing of charter board members' vote)

Robert Enger, DeLaina Tonks Kristin Elinkowski, Bruce Davis <u>Howard Headlee, Dean Brockbank</u>	Recommended full approval
<u>Tim Beagley</u>	Not present for vote

**Utah State Board of Education
Standards and Assessment Committee**

Laura Belnap, Chair

lbelnap@utahonline.org

Dixie Allen, Vice Chair

dixieleeallen@gmail.com

David Crandall

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Brittney Cummins

b4cummins@gmail.com

Spencer Stokes

utahboard2@gmail.com

Staff: Sydnee Dickson

sydnee.dickson@schools.utah.gov

Secretary: Michelle Davis

michelle.davis@schools.utah.gov

Standards and Assessment Committee - 1st Floor South Conference Room 156

Time for public comment may be provided prior to each item

ACTION: Special Educator Stipends Tab 4-X

ACTION: R277-497 *School Grading Systems* (Amendment and Continuation) Tab 4-Y

Time Certain 6:30

ACTION: Child Sexual Abuse Prevention - HB 286 (2014 Legislative Session) Tab 4-Z

ACTION: Four-day School Week Approval for Grouse Creek School Tab 4-AA

INFORMATION: STEM Schools Designation Rubric Tab 4-BB

ACTION: R277-406 *Reading Improvement Program and the State Reading Goal* (Amendment) Tab 4-CC

DISCUSSION: Interventions for Reading Difficulties Pilot Tab 4-DD

ACTION: R277-498 *Grant for Math Teaching Training* (Amendment and Continuation) Tab 4-EE

INFORMATION: Utah's Plan to Ensure Equitable Access to Excellent Educators Tab 4-FF

ACTION: R277-444 *Distribution of Funds to Arts and Science Organizations* (Continuation and Amendment) Tab 4-GG

ACTION: Standards Format Tab 4-HH

INFORMATION: Update of Standards Out for 90-day Public Review Tab 4-II



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: Special Educator Stipends

Background: The Extended Year for Special Educator stipend program is established in UCA 53A-17a-158 and R277-525 *Special Educator Stipends*. This program allows licensed special education teachers and speech-language pathologists to work up to ten days beyond the contract year and to receive a stipend of \$200 per day for qualified work. During the 2011 legislative session, the funding for this program was moved “above the line” and incorporated into the “Special Education – State Programs” funding line.

Key Points: For the 2015-2016 fiscal year, the legislature appropriated 909 WPU (\$2,810,628) for this program. A review of participation in this program in the past five years shows that approximately 2,700 teachers participate in the Extended Year for Special Educator stipend program each year. In 2013-2014 and 2014-2015 reimbursements were distributed to LEAS for 3.5 days of stipends per teacher, and there were funds remaining each year. Based on projected participation, funding is sufficient to support four Extended Year for Special Educator stipend days for approximately 2,700 participating special educators during the 2015-2016 school year.

Anticipated Action: It is anticipated the Standards and Assessment Committee and Board will give specific direction to staff regarding the number of days available to each participating teacher.

Contact: Sydnee Dickson, 801-538-7515
Glenna Gallo, 801-538-7757



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: R277-497 *School Grading System* (Amendment and Continuation)

Background:

1. R277-497 is amended in response to S.B. 245 *School Grading Amendments* (2015 Legislative Session). Technical and conforming changes are also made throughout the rule.
2. In addition to the amendments to R277-477, the rule is continued consistent with Board policy for continuation of rules and the Utah Administrative Rulemaking Act. The rule was last continued effective November 8, 2013.

Key Points:

1. The amendments to R277-497 provide provisions for the Board to exempt certain schools from school grading and evaluation and for the Board to make recommendation for calculating student growth; in addition, an alternative grade distribution for the 2014-15 school year only. The amendments also provide numbering and terminology changes throughout the rule.
2. R277-497 continues to be necessary because provides standards and procedures for LEAs to report school data through a school grading system.

Anticipated Action:

1. It is proposed that the Standards and Assessment Committee consider approving R277-497, as amended, on first reading and, if approved by the Committee, the Board consider approving R277-497, as amended, on second reading.
2. It is proposed that the Standards and Assessment Committee consider approving R277-498 for continuation on first reading and, if approved by the Committee, the Board consider approving R277-497 for continuation on second reading.

Contact: Sydnee Dickson, 801-538-7515
Jo Ellen Shaeffer, 801-538-7811
Aaron Brough, 801-538-7922

1 **R277. Education, Administration.**

2 **R277-497. School Grading System.**

3 **R277-497-[2]1. Authority and Purpose.**

4 ~~[A.]~~ (1) This rule is authorized by:

5 (a) Utah Constitution Article X, Section 3, which vests
6 general control and supervision of public education in the
7 Board~~[,]~~;

8 (b) Section 53A-1-1113, which directs the Board to adopt
9 rules to implement a school grading system~~[, and]~~;

10 (c) Section 53A-1-1104, which authorizes the Board make
11 a rule to establish an accountability plan for an alternative
12 school or special needs school that the Board has exempt from
13 school grading; and

14 (d) Subsection 53A-1-401(3), which allows the Board to
15 adopt rules in accordance with its responsibilities.

16 ~~[B.]~~ (2) The purpose of this rule is to provide consistent
17 definitions, standards, and procedures for LEAs to report
18 school data through a school grading system.

19 **R277-497-[1]2. Definitions.**

20 ~~[A. "Board" means the Utah State Board of Education.]~~

21 ~~[B. "LEA" means a local education agency, including~~
22 ~~local school boards/public school districts, charter schools,~~
23 ~~and, for purposes of this rule, the Utah Schools for the Deaf~~
24 ~~and the Blind.]~~

25 (1) "Alternative school" means the same as that term is
26 defined in Section 53A-1-1102.

27 (2) "Special needs school" means a school that only
28 enrolls a student that:

29 (a) has at least one of the following disabilities:

30 (i) an intellectual disability;

31 (ii) a hearing impairment or deafness;

32 (iii) a speech or language impairment;

33 (iv) a visual impairment, including blindness;

34 (v) deafblindness;

35 (vi) an emotional disturbance;

36 (vii) an orthopedic impairment;

37 (viii) autism;
38 (ix) developmental delay;
39 (x) traumatic brain injury;
40 (xi) other health impairment;
41 (xii) multiple disabilities; or
42 (xiii) specific learning disabilities;
43 (b) requires more than 180 minutes daily of special
44 education and related services as part of an IEP; and
45 (c) has been determined to need placement in a special
46 school by an IEP team.
47 ~~[C.]~~ (3) "Sufficient student growth" ~~[as determined by the~~
48 ~~Board,]~~ means a student growth percentile of 40 or above.

49 **R277-497-3. Board Responsibilities.**

50 ~~[A.]~~ (1) ~~[Beginning in the 2012-2013 school year, t]~~ The
51 Board shall implement a school grading system in accordance
52 with Title 53A, Chapter 1, Part 11, School Grading Act.
53 ~~[(A,B,C,D,F)]. The school grading system report provided by~~
54 ~~the Board shall include the following indicators:~~
55 ~~(1) student proficiency on the Board approved~~
56 ~~grade/subject level assessments in language arts, math and~~
57 ~~science;~~
58 ~~(2) student growth as measured by student growth~~
59 ~~percentiles;~~
60 ~~(3) sufficient student growth; and~~
61 ~~(4) for high schools:~~
62 ~~(a) graduation rates; and~~
63 ~~(b) beginning in the 2013-14 school year, ACT scores.~~
64 ~~B. School letter grades shall be determined as follows:~~
65 ~~(1) 80 – 100 percent A;~~
66 ~~(2) 70 – 79 percent B;~~
67 ~~(3) 60 – 69 percent C;~~
68 ~~(4) 50 – 59 percent D; and~~
69 ~~(5) below 50 percent F.~~
70 ~~C. Beginning with the 2012-2013 school year data, the~~
71 ~~Board shall:~~
72 ~~(1) implement a school grading system that makes data and~~

73 ~~reports available to parents, educators and the public. The~~
74 ~~report shall include the elements described in R277-497-3A.~~

75 ~~— (2) School data and reports shall be available to~~
76 ~~parents, educators and the public through a public website~~
77 ~~that facilitates the comparison of public schools based on the~~
78 ~~school grading system and demographics.~~

79 ~~— D. The Board implemented school grading system shall~~
80 ~~include test scores for students with disabilities consistent~~
81 ~~with the Individuals with Disabilities Education Act (IDEA),~~
82 ~~20 U.S.C. 1401(3).~~

83 ~~— E. For the 2013-2014 school year only, the Board shall~~
84 ~~adjust school grades to compensate for the new computer~~
85 ~~adaptive assessment results by adjusting the percentage of~~
86 ~~total points required for each letter grade so that the~~
87 ~~distribution of percentage of schools receiving each letter~~
88 ~~grade will be similar to the distribution of grades for the~~
89 ~~2012-2013 school year. The percentages are as follows:~~

90 ~~— (1) Elementary/middle schools:~~

91 ~~— (a) 64 — 100 percent A;~~

92 ~~— (b) 51 — 63 percent B;~~

93 ~~— (c) 39 — 50 percent C;~~

94 ~~— (d) 30 — 38 percent D; and~~

95 ~~— (e) 29 percent and below F.~~

96 ~~— (2) High schools:~~

97 ~~— (a) 64 — 100 percent A;~~

98 ~~— (b) 51 — 63 percent B;~~

99 ~~— (c) 43 — 50 percent C;~~

100 ~~— (d) 40 — 42 percent D; and~~

101 ~~— (e) 39 percent and below F.]~~

102 ~~[F.] (2) (a) [Beginning with the 2013-2014 school year,~~
103 ~~students] The Board may not count a student who does not~~
104 ~~participate in required testing under Section 53A-1-603 due to~~
105 ~~parent opt out provisions of Subsection 53A-15-1403(9) [~~shall~~~~
106 ~~not be counted] in determining the participation rate for~~
107 ~~purposes of school grades.~~

108 ~~[G.] (b) The Board and LEAs shall take necessary actions~~
109 ~~within their authority to satisfy Subsection~~

110 53A-15-1403(9) (b) .

111 **R277-497-4. LEA Responsibilities.**

112 ~~[A.]~~ (1) An LEA[s] shall provide accurate and timely data
113 as required under Rule R277-484 to allow for the development
114 of the school reports.

115 ~~[B.]~~ (2) An LEA[s] shall use the school reports as a
116 communication tool to inform parents and the community about
117 school performance.

118 ~~[C.]~~ (3) An LEA[s] shall ensure that the school reports
119 are available for all parents.

120 **R277-497-5. School Responsibilities.**

121 ~~[A.]~~ (1) A [S]school[s] shall provide data for the school
122 report[s] as provided in Rule R277-484.

123 ~~[B.]~~ (2) A [S]school[s] shall cooperate with the Board and
124 LEAs to ensure that the school report[s~~are~~] is available for
125 all parents.

126 **R277-497-6. Exemption from School Grading.**

127 (1) (a) As authorized by Section 53A-1-1104, an
128 alternative school or a special needs school may submit a
129 request for an exemption from school grading for the next
130 three school years to the Board by July 1.

131 (b) The request shall demonstrate that:

132 (i) the school meets the definition of an alternative
133 school or a special needs school;

134 (ii) the school has the approval of the school's
135 governing board or advisory committee, as applicable; and

136 (iii) if the school has received an exemption for a
137 previous school year, the school has timely submitted to the
138 Superintendent all information necessary for the Board to
139 evaluate the school as required by Section 53A-1-1104.

140 (2) (a) The Board shall exempt a school from school
141 grading if the school meets the requirements of Subsection
142 (1).

143 (b) Except as provided by Subsection (2) (c), an exemption

144 from school grading is valid for three school years.

145 (c) The Board may revoke an exemption if a school fails
146 to timely submit to the Superintendent all information
147 necessary for the Board to annually evaluate the school in
148 accordance with the accountability plan.

149 **R277-497-7. Accountability Plan - General Provisions.**

150 (1) (a) This rule incorporates by reference the Guide to
151 Utah's Comprehensive Accountability System for Alternative
152 Schools - June 6, 2014, which describes the accountability
153 plan required by Section 53A-1-1104, with the exceptions for
154 a special needs school described in Section R277-497-8.

155 (b) The Superintendent shall annually evaluate a school
156 in accordance with the accountability plan by calculating a
157 school's composite score, which has a maximum value of 1500,
158 by summing the school's weighted indicator scores.

159 (2) The accountability plan consists of five indicators
160 weighted as follows:

161 (a) growth, which measures student academic progress
162 based on a school's median student growth percentile for all
163 students and below proficient students, is 20% with a maximum
164 score of 300;

165 (b) attendance, which compares the a school's attendance
166 rate in the current year or improvement in cohort attendance
167 rate from the previous year, is 25% with a maximum score of
168 375;

169 (c) credit earning, which measures the degree to which a
170 student enrolled in the current year is successfully
171 completing courses in which the student is enrolled or is
172 making improvement in cohort credit earning rate from the
173 previous year, is 25% with a maximum score of 375;

174 (d) attainment, which measures the extent to which a
175 student successfully completes or make substantial progress
176 toward completion of meaningful educational goals, is 20% with
177 a maximum score of 300; and

178 (e) school climate, which measures whether a school is
179 collecting data to evaluate school climate and using results

180 to inform efforts to improve climate, is 10% with a maximum
181 score of 150.

182 (3) The Superintendent shall assign the scores based on
183 the rubrics established in the guide.

184

185 **R277-497-8. Accountability Plan Exceptions.**

186 (1) At the request of a special needs school, the
187 Superintendent may exempt a student from the attendance
188 indicator score calculation if the student has a documented
189 medical condition that prevents the student from attending 160
190 days of school.

191 (2) In accordance with a Section 53A-1-111, a student
192 with a disability may take an alternative assessment to
193 determine the student's growth instead of the Student
194 Assessment of Growth and Excellence.

195 (3) A special needs school shall report on the school's
196 progress on the school's accreditation improvement plan in the
197 School Snapshot section of the school's report card published
198 by the Superintendent under Subsection 53A-1-1104(5)(b)(ii).

199 **KEY: school reports, grading system**

200 **Date of Enactment or Last Substantive Amendment: [~~February 9,~~**
201 **2015**

202 **Notice of Continuation: [~~November 8, 2013]~~2015**

203 **Authorizing, and Implemented or Interpreted Law: Art X, Sec**
204 **3; 53A-1-1104; 53A-1-1113; 53A-1-401(3)**



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: Child Sexual Abuse Prevention Instructional Materials

Background:

House Bill 286 *Child Sexual Abuse Prevention* was passed in the 2014 Legislative Session. The law:

- Requires that the Board, in partnership with the Department of Human Services, approve instructional materials for child sexual abuse prevention.
- Requires local education agencies (LEAs) to use the instructional materials approved by the Board to provide child sexual abuse prevention and awareness training and instruction of school personnel and the parents/guardians of elementary school students.
- Provides that a school district or charter school may provide child sexual abuse prevention and awareness instruction to elementary school students, subject to certain requirements.

A workgroup was formed to develop guidelines for instructional materials.

Key Points:

Staff will provide updates from the workgroup, including the minimum guidelines/standards for child sexual abuse prevention curriculum in three areas: 1) elementary students; 2) school personnel; and 3) parents/guardians of elementary students.

Anticipated Action:

The Standards and Assessment Committee will consider approving the minimum guidelines/standards for child sexual abuse prevention curriculum and forward a recommendation to the Board for approval.

Contact: Sydnee Dickson, 801-538-7515
Lillian Tsosie-Jensen, 801-538-7962
Carol Anderson, 801-538-7727



Report to Utah State Board of Education

Updates on HB 286

June 2015

Report prepared by:

Work Group for Implementation of HB286
Lillian Tsosie-Jensen, Educational Specialist

Utah Child Sexual Abuse Prevention Training Frequently Asked Questions

1. Q. What child sexual abuse prevention is required?

A. Beginning in the 2016-17 school year, a school district or charter school shall provide training and instruction on child sexual abuse prevention and awareness to school personnel in elementary and secondary schools and to parents or guardians of elementary school students. While not required by law, a school district or charter may provide training to K-6 students.

2. Q. Where did this requirement come from?

A. During the 2014 General Session of the Utah State Legislature, lawmakers approved a bill mandating the prevention training program. The bill is now part of Utah Code and can be found in [UCA 53A-13-112](#).

3. Q. What is the responsibility of the Utah State Board of Education?

A. In partnership with the Utah Department of Human Services, the Utah State Board of Education approves instructional materials for use in training school personnel, parents/guardians, and K-6 students. The Utah State Board of Education will also approve a list of acceptable providers and distribute the list to districts and charter schools.

4. Q. How is the instructional material created?

A. In conjunction with the Utah Department of Human Services, the Utah State Board of Education convened a work group of experts to create evidenced-based elements of training for youth-serving adults (school personnel), parents/guardians, and youth. This group has submitted these minimum expectations for approval by the Utah State Board of Education, and approval is expected in early summer 2015.

5. Q. How will the minimum expectations be used? Are these documents the curriculum that will be used in trainings?

A. No. The work group is recommending these are the elements found in effective programs. The documents should not be used in trainings. Advisory evaluators will use the minimum expectations to evaluate applicant programs for the Utah State Board of Education.

6. Q. Will the Utah State Board of Education require all programs to have every required element in its program?

A. While possible, it is unlikely that the State Board will enforce all of the minimum expectations for the first year. However, the minimum expectations constitute best practices and may be considered guidelines for the future or continued approval.

7. Q. How can a provider apply to be approved by the Utah State Board of Education?

A. Contact information will be available in summer 2015. Once the application is made, providers of these programs will be invited to present information to a smaller committee charged with evaluating providers for State Board approval.

8. Q. Can a school district or charter school act as a provider/trainer in conducting the mandated training?

A. Yes. However, the district or charter requires approval as a provider through the Utah State Board of Education.

9. Q. What is the responsibility of charter schools and school districts?

A. Three fold:

1. Districts and charter schools must provide training to their elementary and secondary education personnel consistent with UCA 53A-13-112 beginning in the 2016-17 school year.

2. Training must be offered to the parents/guardians of elementary students after providing sufficient notice to parents/guardians of the training schedule and location(s).

3. Districts and charter schools may provide training to elementary students. If a district or charter chooses to provide training to students, it must notify parents and guardians of the upcoming training with instructions on how instructional materials may be previewed and with notification of the right of a parent/guardian to excuse in writing their student from the training. Schools may not provide training to students whose parent/guardian has excused them from the training.

INSTRUCTION FOR YOUTH-SERVING ADULTS

This document will be used for these intended purposes:

- 1. To satisfy House Bill 286, Second Substitute Child Sexual Abuse Prevention, sponsored in the 2014 General Session of the Utah Legislature by Rep. Angela Romero, which enacted Utah Code 53A-13-112, provisions relating to child sexual abuse prevention training and instruction in public schools.*
- 2. As a guide for evaluation of possible curricula by the state and possibly by local education agencies throughout Utah.*

A Youth-serving Adult (YSA) is any adult who works with children not related to them. This includes teachers, coaches, nurses, volunteers, advocates, and other paid and non-paid staff.

TRAINER EXPECTATIONS

Method of teaching: The training of YSAs should be oriented to educate and prepare YSAs to support and report suspected abuse. The training should include portions that are interactive. Include vignettes with continuum of appropriate to harmful behaviors for YSAs to decide if the person is acting appropriately.

Ongoing training: Training should be continuously reinforced throughout each school year.

Have familiarity with law: Read and understand Utah's laws in regard to sexual abuse, Utah Code 53A-13-302.

Cultural differences and/or special populations: Be mindful of your own cultural upbringing, and teach to the individual in equitable ways. Consider more specialized instruction when needed, and use teaching aids and lessons that are adaptable for cultural relevance and special populations.

Limits of training: Training should focus on prevention and interruption of child sexual abuse.

REQUIRED PROGRAM CONCEPTS

All bolded terms are minimum expectations. Accompanying information should be treated as explanatory to the bolded term.

Sexual misconduct: Any act or acts by any person involving sexual molestation or exploitation of a youth including but not limited to incest, prostitution, rape, sodomy, or any lewd and lascivious conduct involving a youth. Any sexual act by an adult that makes the youth feel uncomfortable. This can include physical and non-physical contact, pictures, inappropriate jokes or communication and other grooming behaviors.

Statistics: It is estimated that more than 300,000 children in the United States are sexually abused every year. According to the National Centers for Disease Control and Prevention Study, one in four girls and one in six boys will experience some form of sexual abuse before age 18. Fewer than one in 10 cases are reported. More than 88 percent of adults who were abused say they never reported the abuse to authorities. Between 80 and 90 percent of all perpetrators are someone who is close with the family, most likely in the victim's "circle of trust."

In Utah, 5,359 abuse cases were opened in 2014, according to the Utah Children's Justice Centers. Of the types of victimizations reported, 78 percent were sexual abuse. Twenty-three percent of cases included abuse by a parent, while 25 percent included abuse by another relative.

Appropriate physical contact: Clarify the difference between safe/healthy touch and unsafe/unhealthy touch or behaviors that use language appropriate for grade level. Example: The private parts of your body are the parts of the body that are covered by a bathing suit.

- Safe touch: Anything that feels good and leaves us happy and comfortable. Examples include holding hands with friends, sharing meals, warm hugs from loving parents.
- Unsafe touch: Anything that leaves us feeling unsafe, confusing, or uneasy, excited or uncomfortable. Examples include touches involving special parts that are private to us, or touches that are told to be kept secret.

Adult responsibilities: Adults can miss critical opportunities to prevent child sexual abuse because they do not know what to look for, say, and do. By becoming educated, YSAs can make the world a safer place for youths. Every adult is responsible for the safety of children. If someone approaches a youth in a sexual way, adults are the ones who need to prevent, recognize, and react responsibly.

Effects of sexual abuse: Sexual abuse is extremely prevalent and can cause many different physical and mental health problems. The effects of sexual abuse are numerous and widespread. Survivors report increased likelihood of substance abuse and mental health issues. The side effects include increased risk of suicide and eating disorders. Both male and female victims are more likely to engage in prostitution than if they had not been abused. The economic strain on the community represents the second most expensive crime behind murder, costing the U.S. billions annually. Many victims report that they feel their innocence was taken from them, and that the emotional effects are lifelong and devastating.

Appropriate adult behavior: The curriculum should focus on teaching YSAs what good adult behavior looks like so that it is clear that it is the responsibility for adults to keep youths safe. Youths have the right to ask an adult to stop and can report any behavior that concerns them to a trusted adult. Modeling good adult behavior is a preferred method of teaching. YSAs should educate and model what appropriate behavior and contact look like, not to create fear and stop appropriate learning scenarios. YSAs need to consider a youth's individual needs and interact in a way that is beneficial but safe for both parties.

Examples of appropriate behavior include:

- Giving high-fives
- Respecting a youth's requests for more personal space
- Keeping doors open if a youth is alone with an YSA
- Keeping windows clear of coverings
- Telling tasteful jokes

Examples of behaviors to avoid:

- One on one interaction between YSA and a youth
- Touching private areas
- Forcing a hug or other physical contact
- Engaging in social media interaction with an individual
- Sharing personal or intimate details of one's home life with a youth
- Paying more attention to one youth than to others

Grooming cycle: Extensive personal actions and behaviors that build trust with youths (and often their caregivers) can be a step in the process of abuse. This “grooming” typically takes place over time, and develops into inappropriate physical contact. If an adult or older youth seems overly interested or creates opportunities to be alone with another youth, it is important to be aware and stop the cycle immediately. YSAs who know and recognize these behaviors are better prepared to prevent sexual abuse before it happens. Grooming is a subtle (hard to notice), gradual (slow), and escalating (more and worse over time) process of building “trust” with a youth and often the youth’s parent or other caregiver.

Grooming tricks include:

- **Fake trustworthiness** – pretending to be the youth’s friend in order to gain their trust
- **Testing boundaries** – jokes, roughhousing, back rubs, tickling, or sexualized games (pants-ing, truth or dare, strip games, etc.)
- **Touch** – from regular, mostly comfortable non-sexual touch to “accidental” touch of private parts, often over time
- **Intimidation** – using fear, embarrassment, or guilt to keep a youth from telling anyone
- **Sharing sexual material** – capitalizing on a youth’s natural curiosity to normalize sexual behavior by showing pictures, videos, text messages, photos, websites, notes, etc., of a sexual nature
- **Breaking rules** – encouraging a youth to break rules, which establishes secret-keeping as part of the relationship and can be used as blackmail in the future
- **Drugs and alcohol** – breaking the rules (see above) and/or making the youth less able to stop the abuse because they’re under the influence of the substance
- **Communicating secretly** – texting, emailing, or calling in an unexpected way (parents don’t know about it, it happens a lot, the youth is told to keep it a secret)
- **Blaming and confusing** – making the youth feel responsible for the abuse or what could happen to the youth, his/her family, or the abuser if the youth tells

For all of these tricks give examples of what an abuser might say or do at different stages in the grooming process, pointing out how it might be hard to recognize at first, the gradual pace, and how it escalates over time.

Where abuse occurs: Anywhere there are youths (homes, schools, bedrooms, locker-rooms, cars, social media, etc.) Sexual abuse is a crime that fuels off of secrecy and trust. In short, wherever youths are alone physically or virtually with an adult is a potential place where they could be subjected to sexual abuse.

Trafficking: Human trafficking is a form of modern-day slavery in which traffickers use force, fraud, or coercion to control victims for the purpose of engaging in commercial sex acts or labor services against his/her will. These crimes include digital trafficking, including the distribution of photographs, videos, and other media of underage victims' through online social networks.

Myth-busting facts:

- Prevention efforts do matter and by learning the facts, YSAs can make a difference.
- Adults miss opportunities to prevent child sexual abuse because of misinformation and confusing stereotypes. An abuser takes on all shapes and sizes, regardless of social status, ethnicity, race, or creed.
- An abuser is generally someone the family knows and trusts; someone who has easy and consistent access to the youth. The idea that the perpetrator is a “stranger lurking in a dark alley” is most often not the case.
- Sexual abuse doesn't only happen to girls; it is not only committed by men. Boys and girls alike can be victims, just as women can be perpetrators of sexual abuse.
- Most victims do not become abusers.

Signs of abuse: There are many different signs that may be given by a youth who is a victim of abuse. Many signs together could even mean other stressors are occurring in a youth's life that are affecting their well-being, such as divorce or bullying. However, if a YSA witnesses a combination of these signs, they should pay close attention and make sure to address it immediately.

Behavioral signs from a victim:

- Sleeping disturbances
- Sudden personality changes
- Older youths reverting back to younger behaviors
- Unexplained fear or refusal to be around a certain individual, or refusal to go to typical activities
- Sexual reactivity that is inappropriate for the youth's stage of development
- Self-harming behaviors, such as cutting
- Participating in self-defeating behaviors or high risk, such as substance abuse

Physical signs from a victim:

- Difficulty walking or sitting
- Torn clothing
- Stained or bloody underwear
- Pain or itching in the genital area
- Sudden weight gain, or loss

Perpetrator information and traits: Perpetrators can look and act like every day people, and often try to blend into society. They can be charming, charismatic, and pillars in the community. Perpetrators will attempt to earn trust, thus challenging a YSA's instincts and causing them to let down their guard. They are methodical in their efforts to keep up the image they have worked to create. People who society respects and admires can be perpetrators, including those in the workplace. Adults who have access to youths before or after school, or in private situations are more likely to sexually abuse youths. Any employee, including volunteers, might abuse. Sexual predators in schools are often well-liked or considered excellent teachers. Rumors can an important source of information on educator or caregiver sexual misconduct.

Risk factors: Certain traits or behaviors of a youth can put them at higher risk. Those who are insecure, have low self-esteem, feel lonely, or are disconnected are particularly vulnerable. Other factors include if he/she lacks access to information about sex and sexuality, or is exposed to videos, music, or video games that are violent, sexually explicit, or degrading to women. If there is unsupervised access to technology (the internet, cell phone), or the youth has a disability (cognitive, physical, emotional and/or learning), he or she may be susceptible.

LAWS AND RESPONSIBILITIES REGARDING PREVENTION AND DISCLOSURE

Mandatory reporting and requirements: In Utah, all adults are legally obligated to report suspected abuse, not just teachers, social workers, or police. Anyone who suspects any type of abuse to any child is required by law to call and report. There is an added importance to reporting for YSAs as they are in a position of trust and power. A licensed educator who does not report suspected abuse could be at risk of losing his or her license. If one suspects a youth is being (or has been) sexually abused, that person should immediately call Utah's 24-hour Child Protection Line: 1-855-323-3237. The hotline makes it easy to share concerns about a youth with a trained social worker. A person does not need to be certain abuse has occurred to call.

How to react: When a youth discloses sexual abuse, the reaction plays an important part in whether the youth will continue to confide, or will shut off. YSAs should actively listen as the youth share experiences and ask themselves: Am I showing care and love, or am I quick to cast aside their experiences in response to my own uncomfortable feelings? Youths will pick up on everything from our mannerisms to our attentiveness (or lack thereof), and potentially judge themselves "guilty" or "dirty" according to how they feel YSAs perceive them. It is important to learn what to say, and what *not* to say.

Establish trust in the following ways:

- Don't "interview" the youth; allow law enforcement and professionals to do that.
- Help the youth feel comfortable.
- Reassure the youth the abuse is not his or her fault.
- Don't react with shock, anger, or disgust.
- Don't force a youth to talk.
- Don't force a youth to show injuries.
- Use terms and language that the youth can understand.
- Don't teach the youth new terms or words; speak clearly and simply.

- Find out what the youth wants from you.
- Be honest with the youth.
- Confirm the validity of the youth's feelings.
- Be supportive, and help the youth understand that he or she does not have to carry the burden alone.

What to expect when you report: Try to have as much information on hand as possible, including the name of the youth and his or her parents/caretakers; the youth's date of birth, address, school or child care provider; and, the nature of the concerns. The system is set up to handle an investigation in a way that considers the well-being of the youth. By following the appropriate steps for reporting, chances are the youth will not be traumatized further by multiple interviews and the case will remain untainted by outside sources. After reporting potential abuse, you are turning over the information to authorities and have no legal right to further details.

PREVENTION

School policy: Each school has procedures and prevention policies set in place to protect against sexual abuse and sexual predators. YSAs should educate themselves on school's programs and work closely with school officials to reinforce these practices at home. Coordinate efforts in both the school and home environments to provide a clear and unified discussion of abuse, its terminology and signs, and the proper ways to report when one suspects abuse.

Minimize risk: Set clear boundaries and rules with a youth's time, and think carefully about the safety of situations in which older youths have access to younger children. YSAs should ensure multiple adults are present to supervise. Consider the safety of any isolated, one-on-one settings, and choose group situations whenever possible. YSAs should monitor youth's internet and social media use because perpetrators use the internet to lure youths into physical contact. Setting clear boundaries is also important to avoid putting a YSA at risk of accusation or misunderstanding and keeps both the adult and youths safe.

Trust your intuition: When reflecting on someone's behavior, consider the following: Does it seem odd? Does it make you feel uncomfortable? Does it seem to happen all the time or too often? Has anyone else commented or noticed? If the answer is yes, then trust your instincts and act. Confronting the person, or reporting what you suspect, may just save the life of a child.

Communication: YSAs should talk to youths about sexual abuse with clarity and confidence. All prevention efforts are strengthened by the reinforcement of prevention concepts. Practicing what to say will help to prepare for the conversations. Making sure youths have the words they need to describe situations that make them feel mixed up or uncomfortable. Experts suggest when talking to youths about body parts, that it is best to use the correct names, i.e. penis and vagina. When nicknames are used it can make it difficult or confusing for the youth to report.

Accountability: Youths shouldn't have the burden of preventing sexual abuse by themselves. Adults must act on their commitment to keeping youth safe by learning to recognize and respond to inappropriate behaviors around youth, before a youth is harmed, and reporting if something has occurred.

Safety plans: Make a plan ahead of time about:

1. What are the boundaries are for adult interactions with youths, including in regard to social media, the internet, and texting?
2. What will be said if there is behavior that violates those boundaries?
3. How will the YSA report abuse (what number to call, what information is needed, etc.)?
4. How will the youth report abuse?

RESOURCES

Visit onewithcourageutah.org for more information.

DRAFT

MINIMUM EXPECTATIONS FOR YOUTH CURRICULUM (K-6)

This document will be used for these intended purposes:

- 1. To satisfy House Bill 286, Second Substitute Child Sexual Abuse Prevention, sponsored in the 2014 General Session of the Utah Legislature by Rep. Angela Romero, which enacted Utah Code 53A-13-112, provisions relating to child sexual abuse prevention training and instruction in public schools.*
- 2. As a guide for evaluation of possible curricula by the state and possibly by Local Education Agencies throughout Utah.*

TRAINER EXPECTATIONS

Have familiarity with law: Read and understand Utah’s laws in regard to sexual abuse, Utah Code 53A-13-302.

Cultural differences and/or special populations: Be mindful of your own cultural upbringing, and teach to the individual in equitable ways. Consider more specialized instruction when needed, and use teaching aids and lessons that are adaptable for cultural relevance and special populations.

Understand cognitive development norms: Curriculum should highlight a brief overview of development norms, however at early ages; the youth’s self-concept is limited. Curriculum should include activities that help the youth remember milestones, such as age of first memory and the norm of age of first memory. Other examples include:

- ages 2 to 3, use toys as symbols in play
- ages 3 to 4, begin to follow directions
- ages 4 to 5, begin to understand the difference between good and bad behavior
- ages 5 to 6, a youth’s environment begins to shape his/her personality
- ages 6 to 11, begins to change the way he/she thinks about the world as he/she leaves the egocentric thinking. Youths this age are also now able to think of themselves in more sophisticated ways. This more advanced thinking brings about comparisons to others, self-examination, and changing self-concept and self-esteem.

(For additional information on age-appropriate development, see “Healthy Sexual Development” information attached at the end of this document.)

Curriculum adaptations for different ages: Curriculum content should be adapted for age groups dependent on cognitive abilities and special populations.

REQUIRED PROGRAM CONCEPTS

All bolded terms are minimum expectations. Accompanying information should be treated as explanatory to the bolded term.

Sexual misconduct: Any sexual act by an adult that makes a youth feel uncomfortable. This can include physical and non-physical contact, pictures, inappropriate jokes or communication and other grooming behaviors.

Appropriate adult behavior: Curriculum should focus on teaching youths what good adult behavior looks like so that it is clear that it is the responsibility for adults to keep youths safe. Youths should be taught that they have the right to ask an adult to stop and that youths can report any behavior that concerns them to a trusted adult. Modeling good adult behavior is a preferred method of teaching.

Examples include:

- Giving high-fives
- Respecting a youth's requests for more personal space
- Not touching private areas (unless medically necessary)
- Keeping doors open if a youth is alone with an adult
- Keeping windows clear of coverings
- Not telling jokes about private body areas
- Not sharing personal or intimate details of his or her home life
- Not forcing a hug

Practice saying “no”: Youths should be taught they should not keep secrets about touching or viewing private body areas. Remind youths that they have the right to say “no” in any situation that makes them feel unsafe, and have them practice saying “no.”

It’s okay to tell (secrets). No secrets about touching: If someone tells a youth to keep a secret about touching, instruct the youth to tell another adult. Give scenarios to youths that all have the same answer: “Tell an adult you trust!” Include activities to help youths outline a safety plan both physically and verbally.

Grooming: Talk about how grooming also means “getting ready” – you would get ready for having your school picture taken by making sure that your hair, face, and clothes were all set. In the same way, sexual abusers “groom” youths they want to abuse by “getting them ready” to abuse.

Groomers use tricks: Grooming is a subtle (hard to notice), gradual (slow), and escalating (more and worse over time) process of building “trust” with a youth and often the youth’s parent or other caregiver. Grooming tricks include:

- **Fake trustworthiness** – pretending to be the youth’s friend in order to gain their trust
- **Testing boundaries** – jokes, roughhousing, back rubs, tickling, or sexualized games (pants-ing, truth or dare, strip games, etc.)
- **Touch** – from regular, mostly comfortable non-sexual touch to “accidental” touch of private parts, often over time
- **Intimidation** – using fear, embarrassment, or guilt to keep a youth from telling anyone

- **Sharing sexual material** – capitalizing on a youth’s natural curiosity to normalize sexual behavior by showing pictures, videos, text messages, photos, websites, notes, etc., of a sexual nature
- **Breaking rules** – encouraging a youth to break rules, which establishes secret-keeping as part of the relationship and can be used as blackmail in the future
- **Drugs and alcohol** – breaking the rules (see above) and/or making the youth less able to stop the abuse because they’re under the influence of the substance
- **Communicating secretly** – texting, emailing, or calling in an unexpected way (parents don’t know about it, it happens a lot, the youth is told to keep it a secret)
- **Blaming and confusing** – making the youth feel responsible for the abuse or what could happen to the youth, his/her family, or the abuser if the youth tells anyone

For all of these tricks give examples of what an abuser might say or do at different stages in the grooming process, pointing out how it might be hard to recognize at first, the gradual pace, and how it escalates over time.

Abuse can affect anyone: Abuse can and does happen to anyone. Most often an abuser is someone the victim knows and trusts.

Victims are not at fault: Youths who have been sexually abused may likely feel the abuse is somehow their fault – that they brought it on themselves or encouraged it in some way. It is important to teach that the responsibility falls on the adult who committed the acts and that as youths they are in no way to blame for these terrible acts.

Trust your feelings: Youths should listen to themselves and trust their feelings. This includes anything from an uneasy feeling at being alone with an adult, touching or caressing that makes them feel uncomfortable, or inappropriate comments about their body or matters of a sexual nature, and more. They should communicate feelings with someone they trust, and keep telling them until they help. If one suspects a friend is being abused, one of the most powerful things to do is to check with them about their feelings and encourage them to express them to an adult they can trust. “Gut” feelings can be an indicator that something is wrong or headed in that direction.

Body ownership: Body ownership is the idea that one is in charge of their own body and may choose how they use their body, including deciding who may and may not touch their body. Include topic such as: the child being in control and the “boss” of their own body, “private zones,” and how to recognize and respond to inappropriate touch, or touches that make one uncomfortable.

Create a reporting plan: Youths should be provided necessary tools to know what sexual abuse is and what is normal and what is wrong. Help them create a strategy that is clear and concise. Questions they should be able to answer include: What do you do if you suspect someone is being abused or if it’s happening to you? What are the specific names you can write down today of people you know you can trust to help you?

PREVENTION AND DISCLOSURE

Recognize warning signs:

- Emotional signs: fear, sadness, mood changes, problems sleeping, acting out, refusing to be left alone with certain people, emphasis on keeping it a secret
- Emphasize that if a friend reports to them, they should tell a trusted adult. This is not breaking a promise, but being a good friend so that their friend isn't hurt.
- If a friend is acting differently, encourage them to check in on that friend.

How to recognize warning signs of a person who is in a position of power or trust:

- Behaviors of adults who molest include close personal relationships with students, time alone with students, time before or after school with students, time in private spaces with students, flirtatious behavior with students, and off-color remarks in class
- Reemphasize trusting intuition and that a person they like could still hurt them
- Person may be in a position of power, such as an older youth, teacher, coach, parent, sibling, or other relative
- Person shows increased interest in, or isolation of, a youth
- Person gives special attention and gifts to a youth or takes youth on special outings
- Person constantly texts/calls youth
- Person spends more time with youth than adults and tries to be alone with a youth
- Person tries to isolate the youth from his or her friends and/or parents
- Person displays behavior that may make a youth uncomfortable
- Person insists on hugging, touching, kissing, tickling, or holding a youth even when the youth does not want this
- Person shows pictures or videos to a youth that makes him/her uncomfortable
- Person emphasizes secrecy
- Person uses secrecy, blame, or threats to maintain control

What to do if you suspect a friend is being abused:

- Talk to an adult and tell them what you are worried about because they will know how to report to people that can help. Tell your own mom, dad, or grandparents so they can help. Talk to a teacher, principal or school counselor so they can help. Talk to a police officer so he/she can help.
- Let your friend know that you care about them and want to help them.
- Let your friend know that it isn't their fault.
- Listen to what your friend is telling you and believe them.

Why report?

- Telling an adult who can help about suspected abuse can lead to protecting the person being abused.
- You care about your friend and want him/her to be safe.
- No one deserves to be abused or afraid.

The following information is to be used as a reference for adults only and for evaluators to ensure the curriculum considered is age-appropriate

HEALTHY SEXUAL DEVELOPMENT:

Infancy (0-2 Years Old)

- Learn through relationship with caregivers
- Focus on developing a sense of trust
- Learn about body through sense of touch
- May be able to make basic distinction between males and females
- May explore genitals
- May have spontaneous reactions that appear sexual, such as an erection
- No inhibitions about nudity

Toddler and Preschool Years (2-5 Years Old)

- Develop language to describe genitalia, and may show curiosity about adult genitalia
- Should clearly know difference between males and females
- May know basics of human reproduction (e.g., babies grow inside mother's tummy)
- May touch themselves or appear to be masturbating; usually used as self-soothing technique
- Often engage in consensual genital exploration with same age peers
- No inhibitions about nudity

Middle Childhood (5-8 Years Old)

HEALTHY BEHAVIOR

- Gender identity solidifies and stabilizes (understand physical, behavioral, and emotional distinctions between males and females)
- Have a basic understanding of puberty (some, especially girls, will show early signs of puberty)
- Have a basic understanding of human reproduction
- May understand differences in sexual orientation
- Will develop more stable friendships
- May engage in consensual genital exploration with same age (and often, same sex) peers
- Will begin to be modest about nudity

POTENTIALLY UNHEALTHY BEHAVIOR

- Adult-like sexual interactions
- Overtly sexual and/or specific language or discussion about mature sexual acts
- Public masturbation

Pre-teens (10-12 years old)

- Sexual development is very active.
- These preteens continue to be curious about sexuality.
- Some girls start having periods, and their breasts begin to develop. Boy's voices change, and they start to grow pubic hair. This can make youths feel embarrassed and suddenly private.
- Children often have questions about the physical changes their bodies are going through.
- It can be hard for adults and preteens to discuss these things, but it is good to be open.

MINIMUM EXPECTATIONS FOR PARENTS AND GUARDIANS

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TRAINER EXPECTATIONS

Method of teaching: The training of parents, caregivers, and guardians should be oriented to empower them as the primary trainers of their children. The training should include interactive portions.

Have familiarity with law: Read and understand Utah's laws in regard to sexual abuse, Utah Code 53A-13-302.

Cultural differences and/or special populations: Be mindful of your own cultural upbringing, and teach to the individual in equitable ways.

Limits of training: Training should focus on prevention and interruption of child sexual abuse.

REQUIRED PROGRAM CONCEPTS

All bolded terms are minimum expectations. Accompanying information should be treated as explanatory to the bolded term.

Sexual misconduct: Any act or acts by any person involving sexual molestation or exploitation of a youth including but not limited to incest, prostitution, rape, sodomy, or any lewd and lascivious conduct involving a youth. Any sexual act by an adult that makes the youth feel uncomfortable. This can include physical and non-physical contact, pictures, inappropriate jokes or communication and other grooming behaviors.

Statistics: It is estimated that more than 300,000 children in the United States are sexually abused every year. According to the National Centers for Disease Control and Prevention Study, one in four girls and one in six boys will experience some form of sexual abuse before age 18. Fewer than one in 10 cases are reported. More than 88 percent of adults who were abused say they never reported the abuse to authorities. Between 80 and 90 percent of all perpetrators are someone who is close with the family, most likely in the victim's "circle of trust."

In Utah, 5,359 abuse cases were opened in 2014, according to the Utah Children’s Justice Centers. Of the types of victimizations reported, 78 percent were sexual abuse. Twenty-three percent of cases included abuse by a parent, while 25 percent included abuse by another relative.

Appropriate physical contact: Clarify the difference between safe/healthy touch and unsafe/unhealthy touch or behaviors that uses language appropriate for grade level. Example: The private parts of your body are the parts of the body that are covered by a bathing suit.

- Safe touch: Anything that feels good and leaves us happy and comfortable. Examples include holding hands with friends, sharing meals, warm hugs from loving parents.
- Unsafe touch: Anything that leaves us feeling unsafe, confusing, or uneasy, excited or uncomfortable. Examples include touches involving special parts that are private to us, or touches that are told to be kept secret.

Adult responsibilities: Adults can miss critical opportunities to prevent child sexual abuse because they do not know what to look for, say, and do. By becoming educated, parents and guardians can make the world a safer place for youths. Every adult is responsible for the safety of children. If someone approaches a youth in a sexual way, adults are the ones who need to prevent, recognize, and react responsibly.

Effects of sexual abuse: Sexual abuse is extremely prevalent and can cause many different physical and mental health problems. The effects of sexual abuse are numerous and widespread. Survivors report increased likelihood of substance abuse and mental health issues. The side effects include increased risk of suicide and eating disorders. Both male and female victims are more likely to engage in prostitution than if they had not been abused. The economic strain on the community represents the second most expensive crime behind murder, costing the U.S. billions annually. Many victims report that they feel their innocence was taken from them, and that the emotional effects are lifelong and devastating.

Appropriate adult behavior: Curriculum should focus on teaching youths what good adult behavior making clear it is the responsibility of adults to keep youths safe. Youths should be taught that they have the right to ask an adult to stop and can report any behavior that concerns them to a trusted adult. Modeling good behavior is a preferred method of teaching.

Grooming cycle: Extensive personal actions and behaviors that build trust with youths (and often their parents or guardians) can be a step in the process of abuse. This “grooming” typically takes place over time, and develops into inappropriate physical contact. If an adult or older youth seems overly interested or creates opportunities to be alone with another youth, it is important to be aware and stop the cycle immediately. Parents and guardians who know and recognize these behaviors are better prepared to prevent sexual abuse before it happens. Grooming is a subtle (hard to notice), gradual (slow), and escalating (more and worse over time) process of building “trust” with a youth and often the youth’s parent or other caregiver.

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witness to a combination of these signs, they should pay close attention and make sure to address it immediately.

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- Sudden personality changes
- Older youths reverting back to younger behaviors
- Unexplained fear or refusal to be around a certain individual, or refusal to go to typical activities
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- Stained or bloody underwear
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a youth with a trained social worker. A person does not need to be certain abuse has occurred to call.

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- Help the youth feel comfortable.
- Reassure the youth the abuse is not his or her fault.
- Don’t react with shock, anger, or disgust.
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- Don’t force a youth to show injuries.
- Use terms and language that the youth can understand.
- Don’t teach the youth new terms or words; speak clearly and simply.
- Find out what the youth wants from you.
- Be honest with the youth.
- Confirm the validity of the youth’s feelings.
- Be supportive, and help the youth understand that he or she does not have to carry the burden alone.

What to expect when you report: Try to have as much information on hand as possible, including the name of the youth and his or her parents/caretakers; the youth’s date of birth, address, school or child care provider; and, the nature of the concerns. The system is set up to handle an investigation in a way that considers the well-being of the youth. By following the appropriate steps for reporting, chances are the youth will not be traumatized further by multiple interviews and the case will remain untainted by outside sources. After reporting potential abuse, you are turning over the information to authorities and have no legal right to further details.

PREVENTION

School policy: Each school has procedures and prevention policies set in place to protect against sexual abuse and sexual predators. Parents and guardians should educate themselves on schools’ programs and work closely with school officials to reinforce these practices at home. Coordinate efforts in both the school and home environments to provide a clear and unified discussion of abuse, its terminology and signs, and the proper ways to report when one suspects abuse.

Minimize risk: Set clear boundaries and rules with a youth's time, and think carefully about the safety of situations in which older youths have access to younger children. Parents and guardians should ensure multiple adults are present to supervise. Consider the safety of any isolated, one-on-one settings, and choose group situations whenever possible. Caregivers should monitor youth's Internet use because perpetrators use the Internet to lure youths into physical contact.

Trust your intuition: When reflecting on someone's behavior, consider the following: Does it seem odd? Does it make you feel uncomfortable? Does it seem to happen all the time or too often? Has anyone else commented or noticed? If the answer is yes, then trust your instincts and act. Confronting the person, or reporting what you suspect, may save the life of a child.

Set and respect family boundaries: All members of the family have rights to privacy in dressing, bathing, sleeping, and other personal activities. If anyone does not respect these rights, an adult should clearly tell them the family rules.

Right to say no: Teach youths the right to say no when anyone wants to touch anywhere normally covered by a swimming suit. Teach youths to say NO loudly. Explain that doing this will not get them in trouble. Teach youths about "bad secrets" and the difference between a surprise and a secret. Empower youths with the right to privacy and to say no, but pair it with the understanding that the adults are the ones responsible for correct behavior.

Communication: Parents and guardians should talk to youths about sexual abuse with clarity and confidence. All prevention efforts are strengthened by the reinforcement of prevention concepts by caregivers. Practicing what to say will help to prepare for the conversations. Making sure youths have the words they need to describe situations that make them feel mixed up or uncomfortable. Experts suggest when talking to youths about body parts, that it is best to use the correct names, i.e. penis and vagina. When nicknames are used it can make it difficult or confusing for the youth to report.

Accountability: Youths shouldn't have the burden of preventing sexual abuse by themselves. Adults must act on their commitment to keeping youths safe by learning to recognize and respond to inappropriate behaviors around youths, before a youth is harmed, and reporting if something has occurred.

Safety plans: Make a plan ahead of time about:

1. What are the boundaries are for adult interactions with youths, including social media, internet, and texting boundaries?
2. What will be said if there is behavior that violates those boundaries?
3. How will the parent or guardian report abuse (what number to call, what information is needed, etc.)?
4. How will the youth report abuse?

The following information is to be used as a reference for adults only and for evaluators to ensure the curriculum considered is age-appropriate

HEALTHY SEXUAL DEVELOPMENT:

Infancy (0-2 Years Old)

- Learn through relationship with caregivers
- Focus on developing a sense of trust
- Learn about body through sense of touch
- May be able to make basic distinction between males and females
- May explore genitals
- May have spontaneous reactions that appear sexual, such as an erection
- No inhibitions about nudity

Toddler and Preschool Years (2-5 Years Old)

- Develop language to describe genitalia, and may show curiosity about adult genitalia
- Should clearly know difference between males and females
- May know basics of human reproduction (e.g., babies grow inside mother's tummy)
- May touch themselves or appear to be masturbating; usually used as self-soothing technique
- Often engage in consensual genital exploration with same age peers
- No inhibitions about nudity

Middle Childhood (5-8 Years Old)

HEALTHY BEHAVIOR

- Gender identity solidifies and stabilizes (understand physical, behavioral, and emotional distinctions between males and females)
- Have a basic understanding of puberty (some, especially girls, will show early signs of puberty)
- Have a basic understanding of human reproduction
- May understand differences in sexual orientation
- Will develop more stable friendships
- May engage in consensual genital exploration with same age (and often, same sex) peers
- Will begin to be modest about nudity

POTENTIALLY UNHEALTHY BEHAVIOR

- Adult-like sexual interactions
- Overtly sexual and/or specific language or discussion about mature sexual acts
- Public masturbation

Pre-teens (10-12 years old)

- Sexual development is very active.
- These preteens continue to be curious about sexuality.
- Some girls start having periods, and their breasts begin to develop. Boy's voices change, and they start to grow pubic hair. This can make youths feel embarrassed and suddenly private.
- Children often have questions about the physical changes their bodies are going through.
- It can be hard for adults and preteens to discuss these things, but it is good to be open.



UTAH STATE BOARD OF EDUCATION

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Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: Four-day School Week Waiver for Grouse Creek School

Background:

Rule R277-419 sets minimum standards for minimum school days and instructional hours. Several LEAs and schools throughout the state have applied for and received waivers in order to implement four-day school weeks. Each waiver is granted for a period of three years.

Key Points:

Grouse Creek School in Box Elder County School District is requesting a waiver for the first time.

Anticipated Action:

The Standards and Assessment Committee will consider approving the four-day week waiver for Grouse Creek School in Box Elder County School District. If approved, the Board will consider approving.

Contact: Sydnee Dickson, 801-538-7515

AGREEMENT
UTAH STATE BOARD OF EDUCATION AND
BOX ELDER COUNTY BOARD OF EDUCATION AND
GROUSE CREEK SCHOOL

As the entity responsible for Grouse Creek School, the Box Elder County School Board of Education is also a party to this agreement.

All parties agree to the following:

1. This Agreement will be effective beginning July 1, 2015 until June 30, 2018.
2. This Agreement may only be amended in writing and with the signatures of all parties to the Agreement.
3. If the Utah State Office of Education (Board) or the Box Elder County School District (District), reviews Grouse Creek School's annual reports and the reports reveal significant deficiencies in student performance/achievement or increased costs to the school or District unanticipated by the Agreement, the Board, Grouse Creek School, or Box Elder reserves the right to reconsider the Agreement with adequate notice to the other party.

The Utah State Board of Education agrees to the following:

1. To allow an exception for Grouse Creek School of the 180-day requirement of R277-419, Pupil Accounting, for a three-year period beginning with the 2015-2016 school year through the 2017-2018 school year.
2. To continue the exception for Grouse Creek School consistent with this Agreement, provided that Box Elder submits required reports in a timely manner and students' test scores on end of level SAGE scores remain consistent or improve over the three-year period beginning with the 2015-2016 school year.

Box Elder County School Board and Grouse Creek School agree to the following:

1. To hold school for at least 990 instructional hours per year consistent with R277-419-8, in at least 150 days, subject to Board verification, for the 2015-2016, 2016-2017, and 2017-2018 school years.
2. That school-sponsored extracurricular activities will be held on Thursday after school hours, Friday and Saturday.
3. District will provide the state with transportation records that will document the decrease in to-and-from school bus travel time for students.
4. District will provide the state with all athletic schedules prior to the start of the season. Athletic schedules will show games, dates, and times. The schedules will also provide dates of state culminating events, which may infringe on days other than Thursday

after-school hours, Friday, and Saturday. Records will be kept as to the amount of school time missed for state-sponsored culminating events.

5. District and Grouse Creek School will evaluate the budget annually and identify savings that may be attributable to the four-day week.
6. District will provide an annual report on June 30, 2016, 2017, and 2018 that includes:
 - a. Dates and times of school time missed by students, school employees, and supervisors/chaperones due to non-curriculum related activities taking place during the four-day instructional week.
 - b. A comparison of student SAGE scores between the 2015-2016 school year, the 2016-2017 school year, and the 2017-2018 school year.
 - c. A summary and discussion of savings and/or increased costs that may be attributable to the four-day school week, consistent with number 5 above.

UTAH STATE BOARD OF EDUCATION:

By: _____ Date: _____
State Superintendent of Public Instruction

By: _____ Date: _____
Chair, Utah State Board of Education

BOX ELDER COUNTY BOARD OF EDUCATION:

By: Ron Tolman Date: June 5, 2015
Superintendent, Box Elder County School District

By: [Signature] Date: 6-5-15
Chair, Box Elder County School Board

By: Principal not yet hired Date: 6-5-2015
Principal, Grouse Creek School by Ron Tolman



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

INFORMATION: STEM Schools Designation Rubric

Background:

In order to support local initiatives that are attempting to meet the requirements of STEM education in Utah, the Utah Legislature is supporting designation of STEM schools. Utah Code 63M-1-3204 states in part that: *"The STEM Action Center as funding allows shall: work cooperatively with the State Board of Education to designate schools as STEM schools, where the schools have agreed to adopt a plan of STEM implementation in alignment with criteria set by the State Board of Education and the board . . ."* The Board approved the ten foundational elements of STEM Schools Designation in August 2014.

Key Points:

- The rubric developed is aligned with the elements approved by the Board in August 2014.
- The rubric has gone through a public review for approval in May 2015.
- The rubric has been presented to the STEM Action Center Board for review and comment.

Anticipated Action:

This is an informational item to update the Board on the development of the rubric for STEM Schools Designation that aligns with the previously approved elements.

Contact: Sydnee Dickson, 801-538-7515
Diana Suddreth, 801-538-7739
Sarah Young, 801-538-7769

STEM Schools Designation for Utah



Prepared by the

Utah State Office of Education

June 18-19, 2015

Sydnee Dickson, Deputy Superintendent
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STEM SCHOOLS DESIGNATION FOR UTAH



Utah STEM Action Center with the Governor's Office of Economic Development
In partnership with the
Utah State Office of Education



Utah STEM Schools Designation

Purpose:

Utah's STEM definition - "STEM education is the intentional inclusion of science, technology, engineering, and mathematics, and their associated practices, to create a student-centered learning environment in which students investigate, engineer solutions to problems, and construct evidence-based explanations of real-world phenomena."

The Utah STEM Schools Designation program was developed to define the criteria and elements necessary for a school to create a comprehensive STEM learning environment for their students. The STEM schools designation program will allow schools to engage in discussions with faculty and community partners around STEM education as a lens for strong instruction for students to prepare them for college and career readiness. The designation also serves as an indicator for members of the public who are looking for STEM school experiences in Utah K-12 education. Schools that have identified a passion for STEM education will benefit from the opportunity for both reflection and recognition through this program.

In order to support local initiatives that are attempting to meet the requirements of STEM education in Utah, the Utah Legislature is supporting designation of STEM schools. Utah Code 63M-1-3204 States in part that:

"The STEM Action Center as funding allows shall: work cooperatively with the State Board of Education to designate schools as STEM schools, where the schools have agreed to adopt a plan of STEM implementation in alignment with criteria set by the State Board of Education and the board;"

STEM Schools Criteria:

The following criteria are proposed to evaluate STEM schools for designation:

- i. Curriculum: Problem-Solving Rigorous Learning (7 Elements including *Problem-Solving Learning, Student Cooperation, and Engineering Design Process*)
- ii. Leadership (4 Elements including *Career Exposure and STEM Instructional Leadership Team*)
- iii. Assessment (2 Elements including *Student Learning Outcomes and Use of Assessment to Inform Instruction*)
- iv. Professional Learning (3 Elements including *Staff Engagement in Relevant Professional Learning Opportunities and Staff Reflect on Their Work*)
- v. Teaching (4 Elements including *Teacher Differentiation of Instruction Based on Learning Needs and Staff Spreads Practices*)

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- vi. Student Engagement and Equity (7 Elements including *Student Autonomy* and *Extracurricular Activities*)
- vii. Community (3 Elements including *Family Involvement* and *Service Learning*)
- viii. Facilities (2 Element including *Technology Use* and *Allocation for Physical Resources to Support STEM Learning for Students*)
- ix. Strategic Alliances (3 Elements including *Partners Support Instruction* and *Provide Resources and Staff Establishes and Maintains Partnerships*)
- x. Advancement and Sustainability (2 Elements including *Development of a Five-Year Plan on Goals and Benchmarks for Community Strengths*)

The rubric articulates how each criteria will be evaluated at one of four levels of implementation. Schools will provide evidence and artifacts in a portfolio model with accompanying narrative for each of the elements in alignment with their implementation.

Non- Existent = 0 points	Developing = 1 point	Existing = 2 points	Exemplary = 3 points <i>(In addition to all 'Existing' indicators)</i>
The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document. A school is able to indicate a maximum of five elements for the "Developing" implementation level, as we recognize that change takes both time and resources.	These indicators articulate the evidence that this element exists within the school community. All indicators must be met to qualify for the "Existing" implementation.	These indicators articulate the evidence that this element is exemplary at the school community. All indicators must be met in addition to all the indicators in the existing category to qualify for "Exemplary" implementation.

Designation Levels:

Each school will indicate a level of implementation for all of the proposed elements. The STEM School Designation award levels will be granted at the following point values:

Designation	Point Range
No STEM School Designation for schools that are still in development phase of STEM mission and programming	0 points – 69 points
Bronze STEM School Designation	70 points – 80 points
Silver STEM School Designation	81 points – 90 points
Gold STEM School Designation	91 points – 99 points
Platinum STEM School Designation	100 points and above

Pilot Year Timeline:

Release of Utah STEM Schools Designation Pilot Program <i>Designation Criteria, Applications, and all supporting documents for the process.</i>
Pre-Assessment Due to STEM Action Center

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<i>The pre-assessment materials will include an application that asks schools to identify stakeholders who will be helping in the application process and complete an initial overview of school evidence for criteria.</i>
Full Portfolio Due STEM Action Center <i>The full portfolio will comprise of the completed rubric with proposed implementation levels accompanied by artifacts, evidence, and a narrative for each element.</i>
Review of Portfolios for STEM Schools by Utah STEM Stakeholders <i>The review of the portfolio will be completed by representatives from multiple STEM stakeholder groups, including K-12 STEM teachers and leaders, USOE, STEM Action Center, Industry partners, etc. Feedback will be given on strengths and areas for improvement.</i>
Site Visits Scheduled and Completed for Schools seeking Gold or Platinum STEM School Designation <i>Site visits will be day long visits of review teams looking at evidence in alignment with portfolio and will consist of observation and interviews.</i>
STEM School Designation Awards Ceremony

This would be an annual application cycle that would be available to schools each school year. Once awarded, the designation would be active for 3 years before a school would need to reapply to maintain or ascend to a new designation level.

The designation will be noted with STEM designation seal to be available for the school to use in promotional materials. In addition the school would be listed as a designated STEM school on the STEM Action Center website for community reference. At this time, there is no additional funding to be awarded for STEM School Designation.

Future Goals for the STEM Schools Designation Program:

1. Review community feedback from pilot year to improve upon rubric, application, and process.
2. Look at development of specific rubrics for elementary and secondary level schools.
3. Work with an external evaluator to look at STEM school outcomes for both academics, attitudes, and interests.

DEFINITION OF STEM FOR UTAH

UTAH's STEM definition: "STEM education is the intentional inclusion of science, technology, engineering, and mathematics, and their associated practices to create a student-centered learning environment in which students investigate, engineer solutions to problems, and construct evidence-based explanations of real-world phenomena."

Science, Technology, Engineering, and Mathematics (STEM) education is critical to ongoing economic success in Utah. Nationwide, growth in STEM careers outpaces that of any other occupational category. STEM occupations grow more quickly than the economy as a whole and provide opportunities at all levels of education. In addition STEM careers offer higher beginning salaries and more career earning potential than most other fields. Today's careers require STEM skills at all levels of employment, from service industries to engineering. Young adults who do not possess high-level skills in mathematics, science, and technology are at a significant career disadvantage, not only because of the tremendous opportunities for high-wage, high-demand STEM careers, but also because these skills are vital for success in other industry sectors. This combination of high need and high opportunity in STEM fields requires us to consider the proper preparation and support for individuals pursuing STEM studies.

STEM education is best sustained by supporting both individual content areas and integrated experiences. Mathematics and science build the foundation for students to apply learning in technology and engineering coursework. Integrated coursework and projects can be used to support both the academic Core Standards and the Career and Technical Program Standards. Furthermore, all four content areas work together as students engage in design challenges, laboratory experiences, and internships with rapidly growing STEM companies. STEM education requires an integrated learning approach where engineering is valued as more than activities in academic courses, where technology is seamlessly integrated throughout, and where there are high expectations for achievement in mathematics and science.

STEM education in Utah must support the critical competencies of knowledge, skill, ability, work interest, and work values. Coursework in mathematics and science builds content knowledge and skill fundamental to STEM, while coursework in subject areas such as language arts and social studies provides opportunities to improve processing, research, and communication skills that support STEM fields. In Utah, STEM includes health courses, both because of the considerable applications of STEM to health careers, but also because of the health science research supporting wellness as a building block to brain function. Problem-solving is critical to STEM success and should be evident in all classrooms. Career and technical studies in specific fields such as engineering or technology provide opportunities for students to apply knowledge and skills while building work interest. Each individual STEM field enhances the others. Finally, the entire school community works together to promote work values that include recognition, achievement, security, and responsibility.

The Utah State Office of Education (USOE) and the STEM Action Center with the Governor's Office of Economic Development (STEM AC) are committed to supporting STEM education in Utah by maintaining and improving the K-12 education system while collaborating with higher education and industry. It is the responsibility of public schools to provide foundational knowledge and skill along with associated experiences in

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career and technical studies. The USOE and the STEM AC work with higher education to develop and sustain up-to-date STEM competencies and research-based instructional strategies for incoming and practicing teachers. Both offices identify and promote effective programs that will build student interest in STEM fields and that supports those programs whenever possible. In order to continue this effort, additional support for ongoing professional development and replication of promising practices is necessary.

The STEM Schools Designation is designed to provide a framework of best practices in STEM education to support schools who have an interest in utilizing a STEM lens to frame their curriculum and instruction. The STEM Schools Designation also helps schools identify areas of strength and areas for continued growth and development to support strong STEM instruction. Finally, the STEM Schools Designation helps inform community stakeholders about the engagement and goals of STEM education specific to our K-12 public and charter schools in the Utah system of education.

WHERE ARE THE "S," "T," "E," and "M" IN STEM?!

As you look through the ten elements and the STEM school components, you may notice what seems like a lack of items that relate specifically to the S.T.E. and M. (science, technology, engineering, and math) disciplines. In the research base developed by Outlier Research with the University of Chicago around STEM schools, and in conversations with Utah STEM school leaders and teachers, it has become increasingly evident that "STEM" doesn't mean only these disciplinary subjects. When we ask about the missions and goals of their schools, teachers often describe the importance of things like engaging students with real-world problems, preparing them for the workforce, and developing them as critical thinkers and active citizens.

The STEM disciplines themselves manifest in a variety of ways in the inclusive STEM high schools that participate in the S3 study. The instructional practices and culture in these schools are often equally, if not more, important to their STEM identity than specific quantitative data around the number of STEM courses offered. In many inclusive STEM high schools, the STEM disciplinary focus is more subtle, and the school's self-identification as "STEM School" comes more directly from a focus on pedagogy and the school culture. In all cases, it is clear that some of the most valued components of STEM schools are not STEM-discipline-specific, but relate to broader, transferrable, lifelong skills.

Many of the ideas and instructional approaches employed by STEM schools predate the STEM movement. Educational philosophers such as Dewey, Piaget, Vygotsky, and Bruner have advocated for inquiry and constructivist approaches for over a century. These thinkers argued for student autonomy, relevance, collaboration with peers, and learning-by-doing. They encouraged educators to view students as active participants in their own learning, and considered citizenship and creative and inventive thinking to be important student outcomes. None of

¹ Outlier Research and Evaluation, University of Chicago. (2015) *STEM Schools Study*. Retrieved from: <http://outlier.uchicago.edu/s3/>

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them called it "STEM," but approaches and end- goals for students advocated by such philosophers are strikingly similar to what STEM school leaders mean when they talk about STEM today.

The STEM School Elements within the STEM Schools Designation for Utah reflect these ideas, as identified by inclusive STEM school educators themselves: embracing problem- and project-based approaches, personalizing students' learning, creating a sense of community and family, equipping students with the skills necessary for college and for the workplace, and connecting with the community.

STEM Schools work to meet these goals through an integrated approach to learning and rigorous coursework in all disciplines. These schools certainly focus on giving their students high quality, challenging coursework in STEM subjects, but also do so in all of the disciplines they teach, and in the context of all of the other things they are working to accomplish. The STEM disciplines are there, but STEM is more than the sum of its S. T. E. and M. parts.

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Curriculum: Problem-Solving Rigorous Learning

STEM Curriculum is selected based on Utah Core Standards. The curriculum has an articulated interconnectedness between science, technology, engineering and math. Curriculum and instruction are coordinated between the various aspects of STEM. Projects form a substantial part of the curriculum.

Element	Non-Existent	Developing	Existing	Exemplary <i>(In addition to all "Existing" indicators)</i>
<p>1. Interdisciplinary Instruction Helps Students Make Interdisciplinary Connections</p> <p><i>There are collaborative team(s) comprised of teachers who teach different disciplines. Students identify ways that disciplines are interrelated, reinforced, and complement one another.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - Teachers ask students to think about how the content of the lesson relates to other STEM disciplines. - Students are asked to apply what they learned in another subject to a lesson, assignment, or activity at least once per month. 	<ul style="list-style-type: none"> - Teachers ask students to think about how the content of the lesson related to ALL other disciplines. - Students are engaged in an integrated unit that articulates interdisciplinary connections one or more times per week.
<p>2. Problem-Solving Learning</p> <p><i>Learning is student-led, interdisciplinary, and engaged in real-world content and multiple solutions for student cooperation utilizing STEM knowledge and skills. Problem-solving learning at this school requires a thorough process of inquiry, knowledge building, and resolutions. Curriculum includes projects, often interdisciplinary and ranging from short- to long-term, which are focused on solving an authentic problem.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - Problem-solving learning (short-term) is evident in lessons/activities at least once per month in the STEM curriculum. - Problem-solving learning in projects (long-term) is evident in the STEM curriculum at least three times per year. - Students are required to do research for problem-solving learning at least three times per year. 	<ul style="list-style-type: none"> - Problem-solving learning in short-term projects is evident in lessons/activities at least once per week in the STEM curriculum. - Problem-solving learning in long-term projects is evident in the STEM curriculum at least five per year and three per year in other disciplines. - Problem-solving learning in long-term projects at the school draw from multiple courses or subjects.
<p>3. Student Cooperation</p> <p><i>Students learn from each other and work well together.</i></p>	<p>The school does not include and/or does not have evidence of</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's</p>	<ul style="list-style-type: none"> - Students collaborate and work as teams in STEM disciplines at least once per week. - Student products in STEM 	<ul style="list-style-type: none"> - Students collaborate and work as teams in all disciplines at least once per week.

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	<p>this element in practice at this time.</p>	<p>STEM planning document.</p>	<p>disciplines reflect group learning interactions at least once per month.</p> <ul style="list-style-type: none"> - Students are engaged in giving and receiving constructive feedback to peers in STEM learning cooperative settings at least three times per year. 	<ul style="list-style-type: none"> - Student products in all disciplines reflect group learning interactions at least once per month. - Students are engaged in giving and receiving constructive feedback to peers in all course cooperative settings at least three times per year. - Students use appropriate technology as available for collaborative work, communication, research and data collection/analysis, in projects and other assessments daily.
<p>4. Connections to the Real-World and Current Events</p> <p><i>Students make connections between what they are learning and real-world experiences, current events, and/or their daily lives.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - Instruction regularly helps students to better understand current events and/or issues. - Students are required to apply knowledge learned in the classroom to conceptual or theoretical real-world scenario at least three times per month in STEM disciplines. 	<ul style="list-style-type: none"> - Instruction consistently helps students to better understand current events and/or issues, including those specific to Utah, the United States, and international communities. - Students are required to apply knowledge learned in the classroom to conceptual or theoretical real-world scenarios at least three times per month in all disciplines.
<p>5. Engineering Design Process</p> <p><i>The teacher supports students' use of an engineering design process (prototype, test, evaluate, and revise).</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - Engineering design process is the focus of science and CTE classroom curriculum at least twice per year. - One problem-solving learning project per year requires development of a product/outcome utilizing the 	<ul style="list-style-type: none"> - The engineering design process is the focus of science and CTE classroom curriculum at least four times per year. - The engineering design process is referenced in all classes as a possible strategy to addressing a problem.

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			engineering design process in most STEM classes.	
<p>6. Standards and Core Course Sequence</p> <p><i>The school takes standards (Utah Core Standards, 21st Century Skills (http://www.p21.org/), etc.) into account in school scheduling/curriculum design/instruction.</i></p>	<p>N/A</p> <p><i>Standards-based instruction aligned to the Utah Core Standards is central to instruction. Schools need to have this element in place to be eligible for STEM School Certification.</i></p>	<p>N/A</p> <p><i>Standards-based instruction aligned to the Utah Core Standards is central to instruction. Schools need to have this element in place to be eligible for STEM School Certification.</i></p>	<ul style="list-style-type: none"> - Utah standards are the central component of all lessons for all classes. - Educators frequently review disciplinary standards for their subject area(s). - The curriculum is vertically aligned within programs, as well as to the current Utah Core Standards. - <i>Secondary schools:</i> The school provides a thoughtful rationale for the core course sequencing. 	<ul style="list-style-type: none"> - Educators frequently review disciplinary standards for subject area(s) specific to their teaching assignment and other subject areas. - Educators utilize additional standard sets, such as 21st century skills, computer science standards, etc., to inform instruction. - Teacher teams vertically plan STEM instruction within schools. - <i>Secondary schools:</i> Students have opportunities to take STEM-based courses beyond the traditional grade-level requirements.
<p>7. Cognitively Demanding Work</p> <p><i>Students use thinking and process skills. This includes considering alternative arguments or explanations, making predictions, interpreting their experiences, analyzing data, explaining their reasoning, and supporting their conclusions with evidence.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - Student learning products exemplify at DOK 2-3 level at least once a month. Classroom instruction is predominantly student-centered, and all students are asked to extend and refine their acquired knowledge to routinely analyze and solve problems, as well as create unique solutions. - All students are asked to support their conclusions with evidence. Students are asked to explain their reasoning. - All students are asked to consider and/or define 	<ul style="list-style-type: none"> - Student learning products exemplify at DOK 3-4 level one or more times per month. Classroom instruction is predominantly student-centered, and all students are asked to have the competence to think in complex ways and apply the knowledge and skills they have acquired. Students are asked to create solutions and take action that further develops their skills and knowledge. - All students are asked to support their conclusions with evidence. Students

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			alternative explanations.	are asked to explain their reasoning. - All students are asked to come up with alternative explanations or arguments. All students are asked to make hypotheses or predictions.
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Leadership

The school leadership has created clear definitions and a vision of STEM teaching and learning as it applies in the local school and as informed by state, national, and global efforts. Collaboration exists between community, industry and other education partners. Efforts are made to connect to national and global efforts.

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Element	Non-Existent	Developing	Existing	Exemplary <i>(In addition to all "Existing" indicators)</i>
<p>1. Career Exposure</p> <p><i>Students participate in post-secondary education exposure activities, such as college tours, and in career-readiness experiences, including internships and mentoring. In some cases, experiences may be customized for each student.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - Career field experiences are offered to students at least two times per year for authentic learning. - Careers are directly incorporated into the STEM instruction at least once per month. - <i>Secondary Schools:</i> Internships or on-site STEM participation exist for some of the students. - <i>Secondary Schools:</i> All students participate in job-shadowing, field experiences, or other on-site experiences in STEM fields at least once each year. 	<ul style="list-style-type: none"> - Outside-the-classroom learning includes field experience and authentic, contextual learning that directly connects to the in-class curriculum. - Partners help students and teachers understand what is expected of a student planning to enter a career in the partner's field.
<p>2. College and Career Readiness Skills</p> <p><i>Students use the skills of communication, creativity, collaboration, leadership, critical thinking, and technological proficiency.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<p><i>STEM lessons/activities require students to exercise skills they will use in the workplace:</i></p> <ul style="list-style-type: none"> - Lessons/activities require students to demonstrate leadership and responsibility. - Lessons/activities require students to present information effectively and are aligned with the Utah ELA standards for communication. - Lessons/activities require students to exercise time management and organize their work. 	<p><i>ALL lessons/activities require students to regularly exercise skills they will use in the workplace:</i></p> <ul style="list-style-type: none"> - Lessons/activities require students to demonstrate leadership and responsibility. - Lessons/activities require students to present information effectively, and are aligned with the Utah ELA standards for communication. - Lessons/activities require students to exercise time management and organize their work.
<p>3. STEM Instructional Team Leaders Support Instruction</p>	<p>The school does not include and/or does not have evidence of this element in</p>	<p>Work is in progress to develop this element within</p>	<ul style="list-style-type: none"> - A STEM leadership team is in place to ensure continuous STEM program improvement. - Teacher teams address expectations of school set by the leadership team. 	<ul style="list-style-type: none"> - A STEM leadership team is in place to define and monitor and evaluate entire school. - Leadership teams meet regularly to discuss research, best practices,

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<p><i>A portion of school's staff, in addition to administrators, has time designated for instructional leadership and actively supports instruction (e.g., leads professional development, models instruction, gives feedback on instruction, etc.). School leaders ensure that staff members have opportunities to grow in their roles as STEM schoolteachers and leaders.</i></p>	<p>practice at this time.</p>	<p>the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - Teams meet regularly to discuss school goals and progress, research, best practices, and opportunities for improvement. - School leaders ensure that teachers have opportunities to see exemplary practice. - Teachers know that it's okay to try new practices. School leaders support teachers when they fail with constructive procedures and feedback. - Utah Effective Teaching Standards and Utah Educational Leadership Standards are involved in planning and framework for leadership development—see http://www.schools.utah.gov/CURR/educatoreffectiveness/Standards.aspx - School leader(s) encourage and support teachers to seek out additional professional learning opportunities beyond school/LEA. 	<p>successes, and opportunities for improvement toward STEM School goals.</p> <ul style="list-style-type: none"> - School leaders model instructional practice, demonstrate and support staff development in high-quality instruction. - School leaders model and support risk-taking and autonomy for staff. - School leaders model and support staff innovation and/or attempting new strategies. - Utah Effective Teaching Standards and Utah Educational Leadership Standards are directly referenced and central to planning, development, and evaluation of leadership efforts—see http://www.schools.utah.gov/CURR/educatoreffectiveness/Standards.aspx
<p>4. Staff Has Sense of School Ownership and Participates in Decision Making</p> <p><i>Staff members behave in a manner that exhibits their responsibility for and commitment to the success of the school. The staff contributes to and has a say in decisions regarding the school. The staff works with independence and self-direction.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - The school leadership engages staff in strategic planning. - The school leadership has an articulated process for staff to give input and feedback. - Decisions are made by greater than 50% of the school's staff. 	<ul style="list-style-type: none"> - The school leadership engages ALL staff members in strategic planning. - The school leadership has an articulated process for staff members to give input and feedback, and responds to feedback in an open setting. - Decisions are made by ALL school faculty and staff members.

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Assessment

Assessments are ongoing, authentic and cross-curricular. They are project-focused and performance-based. Rubrics for projects are provided and articulate with the goals of the assessment. Formative assessment informs summative assessment and teaching efforts.

Element	Non-Existent	Developing	Existing	Exemplary <i>(In addition to all "Existing" indicators)</i>
1. Student Learning Outcomes (SLOs) Process <i>Demonstration that school utilizes SLO process to measure student outcomes and teacher instruction.</i>	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	<ul style="list-style-type: none"> - STEM courses utilize SLOs to measure progress toward targets for at least two expected student learning outcomes. - Students are actively informed about mastery expectations and progress. 	<ul style="list-style-type: none"> - 80% of courses utilize SLOs to measure progress toward targets for at least two expected student learning outcomes. - Qualitative assessments exist around student learning outcomes.
2. Use of Assessment to Inform Instruction <i>The teacher uses information on current student understanding to inform and plan future instruction.</i>	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	<ul style="list-style-type: none"> - All teachers use multiple indicators of success (e.g., performance assessments, observations, monitoring student dialogue) at least once a week to inform their decisions about instruction (reteach concepts, try an alternative instructional strategy, organize the students differently, provide an alternative example). - Most teachers go back and reteach concepts based on student understanding. - Teachers consistently use observation and monitor student dialogue to assess student learning. 	<ul style="list-style-type: none"> - All teachers use multiple indicators of success (e.g., performance assessments, observations, monitoring student dialogue) almost every class session to inform decisions about instruction (e.g., reteach concepts, try an alternative instructional strategy, organize the students differently, provide an alternative example). - Teachers use observation and monitor student dialogue to consistently assess student learning, and share their data in teacher teams at least once a month.

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Professional Learning

STEM-focused professional learning is fully implemented. Professional development aligns with Utah’s requirements for professional learning ([Utah Code 53A-3-701](#)) and aligns with Utah Core Standards and Utah Effective Teaching Standards. Learning communities and learning networks are integrated into efforts for personal growth and school wide growth.

Element	Non-Existent	Developing	Existing	Exemplary <i>(In addition to all “Existing” indicators)</i>
<p>1. Staff Engagement in Relevant Professional Learning Opportunities</p> <p><i>The staff participates in internal or external growth and development activities that are beneficial and relevant to their work. Staff members are willing to try new practices and adjust what they do for the greatest benefit for students.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> - Professional development meets ALL of the criteria established in Professional Learning Standards articulated in Utah law 53A-3-701 passed in 2014 http://le.utah.gov/~code/TITLE53A/htm/53A03_070100.htm - School leader(s) make sure teachers have access to STEM professional learning at least once per school year. - Staff members occasionally try new strategies (e.g., instructional, management, stakeholder outreach). - Staff members have clear opportunities to give input about professional development needs and outcomes received at the school. 	<ul style="list-style-type: none"> - Professional development meets ALL of the criteria established in Professional Learning Standards articulated in Utah Code 53A-3-701, passed in 2014 http://le.utah.gov/~code/TITLE53A/htm/53A03_070100.htm - School leader(s) make sure teachers participate in professional learning at least once per month. - Staff members regularly try new strategies (e.g., instructional, management, stakeholder outreach). Some PD experiences or staff collaboration time are structured to focus on new practices.
<p>2. Professional Development Resources</p> <p><i>Resources (both time and funding) are available to help teachers and staff develop and further their skills.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school’s STEM planning document.</p>	<ul style="list-style-type: none"> - School leadership ensures that professional development opportunities are identified and shared. - School leadership makes sure that professional development is high quality. - School leadership supports staff interests in STEM professional learning. - Leaders designate financial and human resources to support staff professional development. 	<ul style="list-style-type: none"> - The leadership obtains grant(s) and/or brings in resources beyond school funding streams to support professional development. - Leaders evaluate the impact of professional development.

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<p>3. Staff Reflects On Their Work</p> <p><i>The staff considers the strengths and weaknesses of their practices and ways they can improve.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - Staff members explicitly identify times to consider the strengths and weaknesses of their work. - Staff members document monthly reflections about how to improve their work. 	<ul style="list-style-type: none"> - Staff members develop strategies for improving their work in collaboration with colleagues and administration. - Staff members document weekly reflections about how to improve their work.
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Teaching

Teaching is conducted with a focus on STEM concepts, processes and thinking. Teachers coordinate lessons, ideas and planning among one another with a mechanism in place for doing so in both formal and informal ways. Incentives exist for supporting one another. Correlations among various aspects of STEM are articulated and explicit. The faculty demonstrates content competency in all areas of STEM and have relevant endorsements. Efforts are made to support content sharing.

Element	Non-Existent	Developing	Existing	Exemplary <i>(In addition to all "Existing" indicators)</i>
<p>1. Code of Behavior and Values</p> <p><i>The staff emphasizes and demonstrates code of behavior and values for themselves and students. The staff listens to, supports, and engages constructively with colleagues.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - The student handbook articulates a code of behavior, values, and treatment of one another with trust and respect. - The code is visibly displayed. - Staff and students talk about the code of behavior and values in classes. 	<ul style="list-style-type: none"> - Staff and students talk about it in and outside of class (in hallways and after school activities). - Students use and are assessed on core values in their learning. - A program for recognition of student conduct exists. - STEM career behaviors and skills are embedded into the code of behavior and values.
<p>2. Teacher Differentiation of Instruction Based on Learning Needs</p> <p><i>The teacher customizes instruction based on abilities, learning styles, and developmental levels of the students.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - Course pacing of content covered is modified to accommodate for differences among students. - Teachers ensure that rigor is maintained while making lessons accessible for all students. - Teachers adapt curriculum to better fit student learning styles. - Teachers use a range of pedagogical strategies. 	<ul style="list-style-type: none"> - Teacher differentiation incorporates students' real-life applications for outside learning. - Students are able to self-select the differentiation. - Teachers regularly and systematically share information about students' learning differences.

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<p>3. Staff Spreads Practices</p> <p><i>The staff shares with others practices they enact in their classrooms and school.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - STEM practices and strategies are shared across all staff members in the school. - The staff at this school shares information and strategies with other schools interested in STEM practices. 	<ul style="list-style-type: none"> - Staff members at this school provide PD/training/consultation to each other and to other schools interested in STEM practices. - Staff members at this school share instructional materials with each other and with other schools interested in STEM practices.
<p>4. Common Planning Time and Individual Planning Time are Incorporated into the Schedule</p> <p><i>Planning time specifically devoted to supporting collaborations among school staff, and planning time provided specifically for staff to prepare individually for instruction, in any way that they choose.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - Teachers have a set time to collaborate and work individually at least monthly together to plan integrated lessons, share/co-create STEM activities, and plan learning outcomes. Regular, collaborative planning time allows teachers within grade levels to give each other advice and ideas about instruction, and work through problems together. 	<ul style="list-style-type: none"> - Teachers have a set time to collaborate and work individually at least weekly together to plan integrated lessons, share/co-create STEM activities, and plan learning outcomes. - Regular, collaborative planning time allows teachers within and across grade levels to give each other advice and ideas about instruction, and work through problems together.

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Student Engagement and Equity

There is solid evidence for engagement of all demographics in the local community. Efforts are connected and follow a coherent, research-based plan. Efforts show a deep understanding of STEM equity issues and needs. Students are regularly involved in planning and conducting learning activities. Students are regularly engaged in the actual doing of science, mathematics, and project-based learning.

Student Engagement and Equity				
Element	Non-Existent	Developing	Existing	Exemplary <i>(In addition to all "Existing" indicators)</i>
<p>1. Support for Social and Emotional Needs of Students</p> <p><i>The staff considers the range of students' needs. These include social, emotional, and academic needs.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - The school has a student induction process, program, or activities that support incoming students. - Teachers reach out to family and talk with students to understand students' social and emotional well-being. - Regularly scheduled strategies and procedures have been implemented across the entire school that focus on relationships and on developing and fostering global literacy (e.g., student advisory class, class meeting, or homeroom). 	<ul style="list-style-type: none"> - The school has a student induction process, program, or activities that supports new students' transitioning to the school in ALL grade levels. - Teachers meet regularly to discuss students' social and emotional needs. - A scheduled part of the school day extends instruction or focuses on supporting relationship building. - Annual resources are allocated to develop, revise, and sustain strategies and procedures across the entire school (e.g., student advisory class, class meeting, or homeroom). - Students, teachers, parents, and external partners provide input into strategies and procedures (e.g., student advisory class, class meeting, or homeroom).
<p>2. Belief That All Students Can Learn</p> <p><i>The staff takes steps to ensure all students have opportunities to master content.</i></p>	<p>N/A <i>Belief that all students can learn is central to instruction. Schools need to have this element in place to be eligible for</i></p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - The school works to provide equitable access to rigorous, high-level courses. - All students' specific and identified needs are being met. - Specific considerations are made in STEM classrooms that support all students, including populations underrepresented in STEM fields. 	<ul style="list-style-type: none"> - The school works to provide equitable access to rigorous, high-level courses. - Special programs have been designed to encourage underrepresented students to develop interest in STEM careers. - Special programs have been designed to encourage

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	<i>STEM School Certification.</i>		- Teachers receive professional development on underrepresented populations in STEM fields to inform instruction.	underrepresented students to develop interest in STEM careers.
3. Student Participation in Decision-Making	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	<ul style="list-style-type: none"> - Students participate in the development/revision of the code of behavior and values. - Students are encouraged to give feedback at any time (via a suggestion box, etc.). - There are structured opportunities for students to provide feedback. 	<ul style="list-style-type: none"> - Students participate in high-level school decision-making, such as disciplinary regulations, course planning and development. - School has a system in place to ensure that there is representative voice in student decision-making.
4. Extracurricular Activities <i>Students have the opportunity to participate in sports, clubs, and STEM activities that take place outside of regular school hours.</i>	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	<ul style="list-style-type: none"> - Programming is connected to the school day curriculum. - The school offers extracurricular activities that are engaged in by some of the students. - Some of the students participate in STEM competitions on-site/online STEM exhibits, and/or in state and national STEM forums. 	<ul style="list-style-type: none"> - STEM experiences are directly connected in in-class learning. - The school offers extracurricular activities that are engaged in by most of the students. - Students participate in STEM competitions on-site/online STEM exhibits, and/or in state and national STEM forums.
5. Representative Population <i>School maintains student population with a focus on reflecting a population representative of the community/area the school serves.</i>	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- The school engages in outreach, support, and focus on underrepresented student populations.	<ul style="list-style-type: none"> - The school actively recruits student populations reflective of the diversity and gender of the local community. - School population is fully representative of the diversity and gender of the local community.
6. Student Autonomy <i>Students have independence in and ownership of their learning. Students set goals for their learning and make choices about how to accomplish them.</i>	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	<ul style="list-style-type: none"> - Some lessons/activities required students to take initiative and be self-directed. - The majority of STEM lessons/activities require students to manage their own work and bring it to completion. - Students make meaningful 	<ul style="list-style-type: none"> - Most lessons/activities required students to take initiative and be self-directed. - Most STEM lessons/activities require students to manage their own work and produce results. - Teachers seek input from students about their personal

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			choices about their learning (e.g. choosing a topic) experiences.	<p>interests to incorporate into lessons.</p> <ul style="list-style-type: none"> - Students make choices that significantly shape their learning experiences (e.g., choose style of learning). - Teachers allow students to lead the class. - Teachers seek input from students about their personal interests to incorporate into lessons.
<p>7. Students Reflect on Their Learning</p> <p><i>Students reflect on the strengths and weaknesses of their learning approaches and ways they can improve them; students accept changes.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - Most classes employ the use of self-assessment for students to reflect on their learning specific to content and skills for each unit/problem solving learning project. - Students identify and document strengths and weaknesses at least twice a year in collaboration with faculty. 	<ul style="list-style-type: none"> - All classes employ the use of self-assessment for students to reflect on their learning specific to content and skills for each unit/problem-solving learning project. - Students identify and document strengths and weaknesses more than four times per year in collaboration with faculty. - School maintains a portfolio of student reflections to inform students' continued self-assessment over the course of their high school career.

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Community

There is an established community of practice regarding STEM learning and STEM teaching. Events, activities and opportunities for involvement help students, teachers, parents and community members learn about and support STEM education in the school.

Element	Non-existent	Developing	Existing	Exemplary <i>(In addition to all "Existing" indicators)</i>
<p>1. Family Involvement</p> <p><i>Families are aware of/participate in student activity and achievement.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - Staff members keep students' parents/guardians up to date about classroom instruction and their student's learning. - Some teachers use technology to regularly communicate student progress to parents/guardians. - Opportunities exist for parents to be involved in presentations and/or assisting in the classroom. 	<ul style="list-style-type: none"> - Staff members keep students' parents/guardians up to date about classroom instruction and their student's learning and seek structured feedback. - All teachers use technology to regularly communicate student progress to parents/guardians. - The school actively engages in strategies to increase parent engagement.
<p>2. Service Learning</p> <p><i>Students participate in service learning or volunteer activities to give back to partners in the community.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - Students engage in service-learning opportunities that are aligned with school curriculum and instruction at least once per year. 	<ul style="list-style-type: none"> - Students and some partners engage in service learning opportunities that are aligned with school curriculum and instruction two or more times per year. - Student leadership is evidenced in the planning and implementation of service learning.
<p>3. School Establishes and Maintains Community Presence</p> <p><i>School actively engages the community and participates in community involvement activities.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - The facility is open to students before and after school hours to help build the school community and provide opportunities to continue academic work. - School supports community-based events with facilities. - STEM teams communicate frequently and consistently with the community. 	<ul style="list-style-type: none"> - The school works with community organizations to support community initiatives (e.g., staff and students volunteer, school and community organizations work together for a common cause). - Opportunities exist to showcase student work through community events via on-site or online exhibitions.

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Facilities

Spaces are available for collaboration and project work. Facilities have been adapted or designed for STEM learning. Facilities reflect a focus on STEM learning efforts. Facilities reflect student design and input in the use of the facilities. Materials and equipment follow safety protocols. Obvious efforts have been made to make resources available to students for use in learning, design and project efforts.

Element	Non-existent	Developing	Existing	Exemplary <i>(In addition to all "Existing" indicators)</i>
<p>1. Technology Use</p> <p><i>Students use technology as intended for learning purposes.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - The teacher uses current and emerging technologies in instruction of most classes. - Teachers teach students specific skills using a range of technologies (computers to AutoCAD, etc.). - Products of 21st century technology tool use by students are visible throughout the school through several grade levels. - Teachers and students receive ongoing access and opportunities to expand their proficiency in technology use at least once per year. 	<ul style="list-style-type: none"> - The teacher uses current and emerging technologies in instruction of ALL classes. - Products of 21st century technology tool use by students are visible throughout the school through ALL grade levels. - Teachers and students receive ongoing access and opportunities to expand their proficiency in technology use at least once per month. - Teachers challenge students to identify and use the tools they need to solve problems. - Technology is used to engage in global learning opportunities and communities that extend beyond the state of Utah.
<p>2. Allocation for Physical Resources to Support STEM Learning for Students</p> <p><i>The allocation and use of resources and space are present to create flexible community learning environments to meet the needs of project-based learning.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - Spaces are available for collaboration and project work. - Facilities have been adapted or designed for STEM learning. - Materials and equipment follow safety protocols. 	<ul style="list-style-type: none"> - Spaces are available for collaboration and project work, and are regularly used by all students and teachers to facilitate learning. - Facilities reflect student design and input on use of the facilities.

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Strategic Alliances

Alliances exist between the school and strategic partners. Parents and parent groups are involved in the school process and decision making. Business, industry, and other community partners work together to promote STEM learning and career awareness. Long-term partnerships are formed and supported through ongoing efforts. Partnerships are evaluated at least annually, and additional partnerships are formed to support emerging needs and opportunities. Teachers have ongoing relationships with industry partners and engage in externships.

Element	Non-Existent	Developing	Existing	Exemplary <i>(In addition to all "Existing" indicators)</i>
<p>1. Partners Support Instruction and Provide Resources</p> <p><i>Partners from industry, institutes of higher education, career and technical centers, etc. participate in and/or support instruction to meet a variety of academic goals, which often includes connecting students with professionals.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - Community members are actively engaged in the vision and work of the school (e.g. curriculum, co-teaching, field experiences). - Partners help teachers understand what is expected of a student planning to enter a career in the partner's field. - Business, community, and post-secondary partnerships are involved in all STEM classes at least once per school year to: <ul style="list-style-type: none"> - Develop lesson plans or problem-solving learning projects with teachers. - Provide professional learning. - Provide field experience or site-based learning opportunities. - Partners provide resources to support student learning outcomes. 	<ul style="list-style-type: none"> - The school actively seeks input from partners and integrates suggestions into school-wide strategies - Partners recruit other STEM partners to support the school with resources.
<p>2. Partners Help Establish and Maintain Community Presence</p> <p><i>Partners increase knowledge and visibility of the STEM school.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - Several partners actively showcase student work in their business or elsewhere in the community, and/or support publicity around student STEM learning. - Partners engage in school-related functions with students. 	<ul style="list-style-type: none"> - Partners attend and/or host community events to support the school or showcase student work

Utah STEM School Designation Criteria
Pilot Year Model

<p>3. Staff Establishes and Maintains Partnerships</p> <p><i>Staff creates and develops partnerships with organizations external to the school.</i></p>	<p>The school does not include and/or does not have evidence of this element in practice at this time.</p>	<p>Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.</p>	<ul style="list-style-type: none"> - Some staff members at this school create external partnerships with the school, such as with colleges, universities, businesses, or institutions. - Staff members work collaboratively with the school's external partners. 	<ul style="list-style-type: none"> - Most staff members this school create and maintain external partnerships with the school, such as with colleges, universities, businesses, or institutions.
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Utah STEM School Designation Criteria
Pilot Year Model

Advancement and Sustainability

A five-year plan includes each of the criteria for an effective STEM school. Strengths and weaknesses are identified. Plans are in place to address weaknesses with evidence and research supporting the plan. Strengths are examined for the purpose of continued improvement. Future efforts and trends are examined, and ongoing renewal is planned for.

Element	Non-Existent	Developing	Existing	Exemplary <i>(In addition to all "Existing" indicators)</i>
1. Development of a Five-Year Plan on Goals and Benchmarks for Community Strengths <i>The school has a five-year plan that includes evaluation of each of the criteria for a STEM school. Examination of strengths takes place for the purpose of continued improvement.</i>	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- The plan was created by multiple stakeholders and includes at least two strengths to build upon.	- The school plan includes plans for sustainability and improvement regardless of changes in leadership or staff with LEA support.
2. Development of a Five-Year Plan on Goals and Benchmarks for Improvement <i>The school has a five-year plan that includes evaluation of each of the criteria for a STEM school. Examination of weaknesses takes place, with evidence and research supporting the plan.</i>	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- The plan was created by multiple stakeholders and includes at least two weaknesses to address.	- The school plan includes plans for sustainability and improvement, regardless of changes in leadership or staff with LEA support.

Utah STEM School Designation Criteria
Pilot Year Model

Resources

- a. State Board of Education Guidelines for STEM School Criteria approved in Board Meeting – August 2014
- b. STEM Schools Study - Outlier Research and Evaluation with University of Chicago available at - <http://outlier.uchicago.edu/s3/>
- c. Georgia STEM Schools Program- <http://stemgeorgia.org/>
- d. Indiana STEM Schools Program - <http://doe.in.gov/sites/default/files/ccr/indiana-stem-school-certification-applicationv2.pdf>
- e. Texas T-STEM Schools Program - http://www.edtx.org/uploads/general/pdf-downloads/misc-PDFs/2011_TSTEMDesignBlueprint.pdf



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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: R277-406 *Reading Improvement Program and the State Reading Goal*
(Amendment)

Background:

R277-406 *K-3 Reading Improvement Program and the State Reading Goal* includes provisions for the Board to develop uniform standards for acceptable growth goals that an LEA adopts. In the April Board Meeting, the Board requested the rule to be amended to take into account the proposed approach to calculating the uniform growth goal for LEAs based on DIBELS data and student growth.

Key Points:

The amended rule represents how the uniform growth goal for LEAs will be calculated and a target of 47.83 percent for the percentage of students making typical, above typical, or well-above typical progress from the beginning of 3rd grade to the end of the year.

Anticipated Action:

The Committee will consider approving the amendment to R277-406 on first reading. If approved, the full Board will consider approving R277-406 on second reading.

Contact: Sydnee Dickson, 801-538-7515
Diana Suddreth, 801-538-7739
Jennifer Throndsen, 801-538-7893

1 **R277. Education, Administration.**

2 **R277-406. K-3 Reading Improvement Program and the State**
3 **Reading Goal.**

4 **R277-406-[2]1. Authority and Purpose.**

5 ~~[A.](1)~~ This rule is authorized ~~[under]~~by:

6 (a) Utah Constitution, Article X Section 3, which vests
7 general control and supervision over public education in the
8 Board~~[, by]~~;

9 (b) Subsection 53A-1-401(3), which allows the Board to
10 make rules in accordance with its responsibilities~~[,]~~; and
11 ~~[by]~~

12 (c) Subsection 53A-17a-150(14)(a), which directs the
13 Board to develop rules for implementing the K-3 Reading
14 Improvement Program.

15 ~~[B.](2)~~ The purpose of this rule is to outline the
16 responsibilities of ~~[USOE]~~the Superintendent and LEAs for
17 implementation of Section 53A-17A-150, K-3 Reading Improvement
18 Program, and Section 53A-1-606.5, State Reading Goal-Reading
19 Achievement Plan.

20 **R277-406-[1]2. Definitions.**

21 ~~[A.](1)~~ "Benchmark assessment" means an assessment that:

22 (a) is given three times each year at:

23 (i) the ~~[+]~~beginning of the school year~~[,]~~;

24 (ii) ~~[middle]~~the midpoint of the school year~~[,]~~; and

25 (iii) the end of the school year~~[+]~~;

26 (b) ~~[designed to]~~gives teachers information to:

27 (i) plan appropriate instruction~~[,]~~; and

28 (ii) evaluate the effects of ~~[that]~~instruction~~[,]~~; and

29 ~~[to]~~

30 (c) provides data about the extent to which students are
31 prepared to be successful on the end of year Criterion
32 Referenced Test.

33 ~~[B. "Board" means the Utah State Board of Education.]~~

34 ~~[C.]~~(2) "Grade level in reading" means that a student
35 gains adequate meaning from independently reading texts
36 designed for instruction at that grade level.

37 ~~[D. "LEA" means a local education agency, including local
38 school boards/public school districts and charter schools.]~~

39 ~~[E.]~~(3) "LEA plan" means the K-3 Reading Achievement
40 Program Plan submitted by a public school district~~[s and
41 public]~~ or a charter school~~[s]~~.

42 ~~[F.]~~(3) "Midpoint of school year" means January 31 of the
43 school year.

44 ~~[G.]~~(4) "Program" means the K-3 Reading Improvement
45 Program.

46 ~~[H.]~~(5) "Program money" means ~~[funds allocated to an LEA
47 through the K-3 Reading Improvement Program]~~ the same as that
48 term is defined in Section 53A-17a-150.

49 ~~[I.]~~(6) "School plan" means the K-3 Reading Achievement
50 Program Plan submitted by a public school~~[, including]~~ or a
51 charter school~~[s]~~.

52 ~~[J. "USOE" means the Utah State Office of Education]~~

53 **R277-406-3. Board/~~[USOE]~~ Superintendent Responsibilities.**

54 ~~[A. The USOE shall provide model Program plans.]~~

55 ~~[B.]~~(1) The Board shall approve ~~[the P]~~ a program plan~~[s]~~
56 submitted by an LEA~~[s]~~ pursuant to ~~[R277-406-4A]~~ Subsection
57 R277-406-4(1).

58 ~~[C. The Board shall develop uniform standards for
59 acceptable growth goals that an LEA adopts.]~~

60 (2) In accordance with Section 53A-17a-150, the uniform
61 standard for a growth goal is that the goal:

62 (a) signifies the percentage of third grade students who
63 made typical, above typical, or well-above typical progress
64 from the beginning of the year to the end of the year in third
65 grade as measured by the benchmark assessment; and

66 (b) sets the target percentage of third graders making

67 typical progress or better at 47.83 percent.

68 (3) The Superintendent shall use the information provided
69 by an LEA described in Subsection R277-406-4(3) to determine
70 the progress of each student in grade 3 within the following
71 categories:

72 (i) well-below typical;

73 (ii) below typical;

74 (iii) typical;

75 (iv) above typical; or

76 (v) well-above typical.

77 ~~[D. The USOE shall prepare and disseminate a Program~~
78 ~~report at the end of each school year from information~~
79 ~~submitted by LEAs.~~

80 ~~— E. The Board shall make a report to the Public Education~~
81 ~~Appropriations Subcommittee that includes information on:~~

82 ~~— (1) student learning gains in reading for the past school~~
83 ~~year and the previous five years;~~

84 ~~— (2) the percentage of third grade students reading on~~
85 ~~grade level in the past school year and the previous five~~
86 ~~years;~~

87 ~~— (3) progress of schools and school districts in meeting~~
88 ~~the goals in their K-3 Reading Improvement Plan(s);~~

89 ~~— (4) correlation between third grade students reading on~~
90 ~~grade level and results of third grade language arts scores on~~
91 ~~criterion-referenced test or computer adaptive test; and~~

92 ~~— (5) may include recommendations on how to increase the~~
93 ~~percentage of third grade students that read on grade level.]~~

94 **R277-406-4. Responsibilities of LEAs.**

95 ~~[A.]~~(1) To receive Program money, ~~[each elementary school~~
96 ~~or]~~a school with K-3 grade levels shall submit a school plan
97 to its local board or charter board, and each LEA shall submit
98 an LEA plan to the Board for reading proficiency improvement
99 that incorporates the ~~[following]~~components described in

100 Subsections 53A-1-606.5(3)(d) and 53A-17a-150(4)(a).[÷]
101 ~~[(1) assessment;~~
102 ~~——(2) intervention strategies;~~
103 ~~——(3) research-based best-practices;~~
104 ~~——(4) professional development for classroom teachers in~~
105 ~~kindergarten through grade three;~~
106 ~~——(5) reading performance standards;~~
107 ~~——(6) opportunity for parents to receive materials and~~
108 ~~guidance to assist their child at home; and~~
109 ~~——(7) specific measurable, gain-score goals that include:~~
110 ~~——(a) a goal of having every student reading at grade level~~
111 ~~by the end of grade three;~~
112 ~~——(b) a growth goal for each public school based on student~~
113 ~~learning gains as measured by benchmark assessments~~
114 ~~administered to increase the percentage of students who are at~~
115 ~~or above grade level at the end of third grade pursuant to~~
116 ~~Section 53A-1-603(2)d;~~
117 ~~——(c) goals for kindergarten, first grade, second grade,~~
118 ~~and third grade for each public school based upon student~~
119 ~~learning gains. As of July 1, 2012 this gain score goal must~~
120 ~~be based on benchmark assessments administered pursuant to~~
121 ~~Section 53A-1-606.6; and~~
122 ~~——(d) a growth goal for each public school to increase the~~
123 ~~percentage of third grade students who read on grade level~~
124 ~~from year to year as measured by the third grade reading test~~
125 ~~administered pursuant to Section 53A-1-603.]~~
126 ~~——(8) reporting to parents:~~
127 ~~——(a) effective July 1, 2012, at the beginning, in the~~
128 ~~middle, and at the end of grade one, grade two, and grade~~
129 ~~three, parents shall receive their child's benchmark~~
130 ~~assessment results as required by Section 53A-1-606.6; and~~
131 ~~——(b) at the end of the third grade year, parents shall be~~
132 ~~notified whether or not the child is at grade level in~~
133 ~~reading.]~~

134 ~~[B.](2)~~ The school plan shall be created:
135 ~~[(1)a)~~ for a school~~[s]~~ in a district, under the direction
136 of the school community council;
137 ~~[(2)b)~~ for a charter school~~[s]~~, under the direction of
138 the charter school governing board.
139 ~~[C. Program money shall be used only for reading~~
140 ~~proficiency improvement and only for students in kindergarten,~~
141 ~~first grade, second grade, and third grade, and may be used to~~
142 ~~supplement but not supplant other programs.~~
143 ~~———— [D. Program money may be used for:~~
144 ~~———— (1) reading assessments;~~
145 ~~———— (2) focused reading interventions that have proven to~~
146 ~~significantly increase the percentage of students reading at~~
147 ~~grade level including the use of:~~
148 ~~———— (a) reading specialists;~~
149 ~~———— (b) tutoring;~~
150 ~~———— (c) before or after school programs;~~
151 ~~———— (d) summer school programs;~~
152 ~~———— (e) the use of reading software;~~
153 ~~———— (f) or the purchase of portable technology devices used~~
154 ~~to administer reading assessments; or~~
155 ~~———— (g) the use of interactive computer software programs for~~
156 ~~literacy instruction and assessments for students.~~
157 ~~———— E. An LEA that uses Program money in a manner that is~~
158 ~~inconsistent with these rules, Utah law, or established rules~~
159 ~~of fiscal accountability shall be directed to reimburse the~~
160 ~~Board for the amount of money improperly used or managed.]~~
161 ~~[F.](3)(a)~~ An LEA~~[s]~~ shall complete the report ~~[pursuant~~
162 ~~to R277-406-3D]~~required by Subsections 53A-17a-150(13)(a) and
163 53A-17a-150(14)(b)(i) within timelines set by the
164 ~~[USOE]~~Superintendent.
165 ~~[G. If for two consecutive years an LEA fails to meet its~~
166 ~~goal to increase the percentage of third grade students who~~
167 ~~read on grade level, the LEA shall not receive K-3 Reading~~

168 ~~Improvement Program money the following year, and an LEA shall~~
169 ~~terminate any levy imposed under Section 53A-17a-151.~~

170 ~~—— I. An LEA shall provide data and information for the~~
171 ~~USOE's year-end Program report to the Public Education~~
172 ~~Appropriations Subcommittee consistent with Section 53A-17a-~~
173 ~~150(16). LEAs shall report:~~

174 ~~—— (1) progress in meeting gain score goals]~~

175 (b) The report shall include:

176 (i) the information described in Subsection 53A-17a-
177 150(16)(a) for kindergarten, first grade, second grade, and
178 third grade, including information from the previous five
179 years; and

180 (ii) the composite scores on the benchmark assessment of
181 students in grades 1 through 3 to the Superintendent:

182 (A) through UTREx; and

183 (B) on or before July 1 of each year.

184 ~~[(2) progress in meeting the state goal of all students~~
185 ~~at or above grade level in reading at the end of third grade,~~
186 ~~including the previous five years; and~~

187 ~~—— (3) how Program money was expended, by categories of~~
188 ~~expenditure].~~

189 ~~[H-]~~ (4) An LEA that loses Program money due to a failure
190 to meet its goal of increasing the percentage of third grade
191 students at grade level may reapply for the Program money upon
192 submission of a revised K-3 Reading Improvement Plan after one
193 year of not receiving Program money.

194 **KEY: reading, improvement, goal**

195 **Date of Enactment or Last Substantive Amendment: [~~August 7,~~**
196 **~~2013]2015~~**

197 **Notice of Continuation: [~~June 10, 2013]2015~~**

198 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3;**
199 **53A-1-401(3); 53A-17a-150(14)(a)**



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Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

DISCUSSION Interventions for Reading Difficulties Pilot

Background: In the 2015 Legislative session, SB117 Interventions for Reading Difficulties Pilot Program was passed. This bill creates a pilot program to provide interventions for students at risk for, or experiencing reading difficulties, including dyslexia.

Key Points: The legislation provides an opportunity for the board to request additional information related to the selection criteria for LEAs to participate in the program and the details they report, as well as what the independent evaluation addresses. Currently, LEAs are expected to report on individual student outcomes in changes in reading ability and school level outcomes. The independent evaluation will evaluate the program on whether it provides improvements in reading outcomes for a student who receives the interventions and whether the program may reduce future special education costs.

Anticipated Action: USOE staff will seek input from the board on any other student or school achievement outcomes that they would be interested in collecting.

Contact: Sydnee Dickson, 801-538-7515
Diana Suddreth, 801-538-7739
Jennifer Thronsen, 801-538-7893
Kim Fratto, 801-538-7716

SB117 Interventions for Reading Difficulties Pilot Program



Prepared by the

Utah State Office of Education

June 18-19, 2015

Diana Suddreth, Director Teaching and Learning
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SB 117 Interventions for Reading Difficulties Pilot Program Grant Application Due September 30, 2015

Introduction

Purpose of the program

The purposes of the pilot program are to provide professional development for educators and literacy interventions to children in kindergarten through grade five who are at risk for or experiencing reading difficulties, including dyslexia.

Background

The Legislation established the pilot program to provide interventions for students at risk for, or experiencing, reading difficulties, including dyslexia.

- (1) As part of the legislation, Local Education Agencies (LEAs) will use an Multi-Tiered System of Supports (MTSS) framework for integrating assessment and intervention in order to provide high-quality, effective intervention instruction and supports aligned with professional development for educators to support implementation.
- (2) The goals of the program are to provide increasingly intensive interventions for students at risk for or experiencing reading difficulties, including tier II and tier III interventions that are explicit, systematic, and targeted to a student's specific reading difficulty. Tier II interventions provide supplemental instruction and supports systematically delivered in addition to, and aligned with, the grade-level Core. Supports may include adapted strategies, increased frequency, intensity, and/or time, and must not negatively impact time spent in Core content instruction. Tier III interventions address the specific needs of students who are the most at risk or who have not responded to tier II interventions, providing frequent, intensive, and targeted small group instruction using evidence-based curricula, and are developed to maximize student achievement, reduce behavior problems, and increase long-term success. LEAs will apply for grants through the Utah State Office of Education.
- (3) An independent evaluator will be contracted to evaluate the pilot program outcomes. The USOE will select an independent evaluator that will be responsible for reviewing all data and determining if the program improves reading outcomes, reduces future special education costs, and any other student or school achievement outcomes requested by the Board. The independent evaluator will report findings to the Board. The cost of the evaluation will not be calculated in individual grant applications; it will be allocated by the Board.

Appropriation and Sustainability

The pilot program has two parts for implementation. During FY16, LEAs will apply to participate and receive up to \$30,000 per school within an LEA. Five LEAs will be selected to participate in the pilot program. In FY16, chosen LEAs will receive appropriated funds for professional development associated

with the LEAs plan. In FY17, FY18, and FY19, LEAs shall implement interventions and continue professional development to support implementation for three years in grades K-5.

As part of an LEA's application, a plan for sustainability must be included to represent how efforts will be continued upon completion of the pilot program in FY19.

Authorization

The Enrolled Copy of the authorizing legislation can be downloaded at:
<http://le.utah.gov/~2015/bills/static/SB0117.html>

General Information

Applications for this grant program will be initially scored by an expert committee. The highest scoring applications will be recommended to the Board for final approval.

Award Information

Estimated available funds: \$325,000

Estimated number of awards: 5 LEAs

Estimated initial project period: January 1, 2016 through June 30, 2019. Program funds will be discontinued at the discretion of the Board if appropriate progress is not being made toward program goals.

Note: USOE is not bound by any estimates in this application.

Eligible Applicants

Applicants for this grant must be eligible LEAs. The program must serve students who are at risk for or experiencing reading difficulty, including dyslexia, using current reading benchmark assessments (i.e., DIBELS) for students in grades K-5.

This funding is intended to develop and build high-quality reading intervention instructional supports and programs that serve general education populations. This funding cannot supplant current funding. Applicants from inclusive programs are encouraged.

**Eligible LEAs must have a data system capacity to collect and submit longitudinal academic outcome data to an independent evaluator, including identifying each participating student with a statewide unique student identifier.*

Application and Submission Information

1. The application narrative is where the applicant addresses the selection criteria that reviewers use to evaluate the application. The application narrative is limited to no more than 15 pages, using the following standards:
 - A “page” is 8.5” x 11”, on one side only, with 1” margins at the top, bottom, and both sides.
 - Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions. Double space is optional for the text in charts, tables, figures, and graphs.
 - Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
 - Use one of the following fonts: Times New Roman or Arial.
 - The page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances; the resumes; or the letters of support. However, the page limit does apply to all of the application narrative section. Our reviewers will not read any pages of an application that exceed the page limit.
2. A letter of intent is requested no later than Tuesday, **September 1, 2015 at 5:00PM MST**. The letter of intent must state the LEA’s interest in applying for the program in the 2015 application window. It must be emailed to jennifer.throndsen@schools.utah.gov. Include the name of the LEA and “Letter of Intent” (e.g., “*Charter or District*” Letter of Intent) in the subject line.
3. The application must be received electronically no later than **September 30, 2015 at 5:00PM MST**. The application must be submitted in PDF format. The entire application must be emailed in one email to jennifer.throndsen@schools.utah.gov with all documents attached. Include the name of the district in the subject line. The USOE will not consider applications that do not meet the submission deadline.

Part I: Applicant Information and Assurances

Name of Local Education Agency:	
Address:	
Street 1:	
Street 2:	
City:	
Zip:	
Name and contact information of person to be contacted on matters involving this application:	
Name:	
Title:	
Phone:	
Email:	
Name and contact information of person authorized to sign application on behalf of LEA:	
Name:	
Title:	
Phone:	
Email:	
Information about current program	
Number of schools participating:	
Number of students to be impacted:	
Number of students who are economically disadvantaged:	
Number of students who are eligible for special education services:	
Number of student who are identified as English Learners (ELs):	
Estimated program cost per student:	

The applicant assures the following:

- It will comply with all applicable statues and regulations in carrying out any project activities supported by these funds;
- It is under a continuing obligation to comply with terms and conditions of the legislation, governing statues, and grant directions;
- The applicant will report annually to the Board, including: (1) the number of students served by the pilot program, reported by economically disadvantaged, eligible for special education services, and identified as ELs; (2) student outcome data; (3) the cost of the program per students; and (4) percentage of students who no longer require tier II or tier III services; (5) percentage of students referred for special education evaluation.
- Programs must agree to provide the independent evaluator access to students (with parent permission), classrooms, and other data as requested to determine the growth of the program;
- Programs will comply with all requirements of Child Find under the IDEA.

Signature of Superintendent or Charter School Director*

Date

Title

Part II: Program Narrative

1. Applicant Information (5 points).
 - a. Description of the program and its role within the LEA
 - b. Demographic information *for current program*, including:
 - i. Number of students who are economically disadvantaged
 - ii. Number of students who are eligible for special education services
 - iii. Number of students who are English Learners
2. Program Description, Gap Analysis, and Strategy for Implementation of High-Quality Components (50 points). *Provide the information requested as a description of your current program and an analysis of each area, indicating issues for which improvement is needed to create a high-quality program and the plan for improvement in that area.*
 - a. Evidence-based literacy interventions composed of curricula and instruction that are explicit, systematic, cumulative, multisensory, and focused on the following areas:
 - i. Phonology
 - ii. Phonics
 - iii. Word recognition
 - iv. Spelling
 - v. Fluency
 - vi. Vocabulary
 - vii. Reading comprehension
 - b. Instructional methods that demonstrate Tier II interventions that provide supplemental instruction and supports systematically delivered in addition to, and aligned with, the grade-level Core.
 - i. Description
 - ii. Gap analysis and plan for improvement
 - c. Instructional methods that demonstrate Tier III interventions that address the specific needs of students who are the most at risk or who have not responded to tier II interventions, providing frequent, intensive, and targeted small group instruction using evidence-based curricula, and is developed to maximize student achievement, reduce behavior problems, and increase long-term success.
 - i. Description
 - ii. Gap analysis and plan for improvement
 - d. Program's ongoing, focused, and intensive professional development for educators responsible for implementing the interventions.
 - i. Description
 - ii. Gap analysis and plan for improvement
 - e. Process by which the program will conduct ongoing assessment of a student's educational growth to inform instruction.
 - i. Description
 - ii. Gap analysis and plan for improvement
 - f. Process by which the program will use DIBELS to conduct and report benchmark data (three times a year) for of each participating student.
 - i. Description
 - ii. Gap analysis and plan for improvement

- g. Ongoing program evaluation and data collection to monitor program goal achievement and implementation of required program components.
 - i. Description
 - ii. Gap analysis and plan for improvement
 - h. Methods by which the program informs, encourages, and supports family engagement, including ongoing communication between home and school.
 - i. Description
 - i. The plan of the program to identify and serve students, including:
 - i. Economically disadvantaged
 - ii. Students with disabilities in an inclusive environment
 - iii. ELs
3. Evaluation (20 points).
- a. Timeline of grant implementation activities, including responsible program staff for the grant funding period.
 - b. Description of the process by which the program will monitor, analyze, and adjust during the implementation of the grant to ensure that program activities are completed on an appropriate timeline.
4. Sustainability (15 points).
- a. Description of the ongoing plans to develop sustainability and self-sufficiency within the program to ensure high-quality programming for students beyond the grant funding period, including any in-kind funds that the LEA will provide.

Part III: Budget and Budget Narrative (5 points)

Applicants must include the budget summary (Attachment A) and a budget narrative detailing the costs for the pilot program. (Please see the *Additional Information* section for a sample Budget Narrative.)

- The budget should reflect anticipated spending for FY16, FY17, FY18, and FY19. The maximum amount during the program period is \$30,000 per LEA.
- The budget must reflect the program activities outlined in the narrative section of the application.
- All purchases must be allowable under State procurement processes.
- Funds from this program **cannot** be used for the following:
 - Capital outlay or building projects
 - Student enrollment
 - Ongoing program costs that will not be supported by the program after the grant funding ends
 - Food (with the exception of travel)
 - Equipment that will be used by administrators (equipment must directly support student instruction)

Part IV: Attached Information (5 points)

Applicants must attach the following information to the application:

1. Resumes of key personnel that will participate in the program. Resume(s) should include professional background, education, and relevant certifications.
2. Letter(s) of support from the leadership of the host school(s) (principal or school leader) indicating support of the program and acknowledging space and personnel requirements.
3. Letter(s) of support from any additional stakeholders as described in your plan (optional).

Scoring Rubric

Narrative Area	4: High Quality	3: Developing	2: Emerging	1: Insufficient
1. Applicant Information (5 points)				
a. Description of the program and its role within the LEA	<ul style="list-style-type: none"> • The program is summarized clearly. • The relationship of the program to the LEA is described. • The program is integrated into the comprehensive K-5 program. 	<ul style="list-style-type: none"> • The program is summarized. • The relationship of the program to the LEA described. 	<ul style="list-style-type: none"> • The program is summarized. • The relationship of the program to the LEA is not described or the description is unclear. 	<ul style="list-style-type: none"> • The program is not described clearly. • The relationship of the program to the LEA is not described.
b. Demographic information for current program, including: <ul style="list-style-type: none"> i. Number of students who are economically disadvantaged ii. Number of students who are eligible for special education services iii. Number of students who are English Learners (ELs) 	<ul style="list-style-type: none"> • The information and the source of the information is clearly described. • All required information is included. 			<ul style="list-style-type: none"> • The information is not provided, or the source of the information is not provided. • Some information is missing.
2. Program Description, Gap Analysis, and Strategy for Implementation of High Quality Components (50 points).				
a. Evidence-based literacy interventions composed of curricula and instruction that are explicit, systematic, cumulative, multisensory, and focused on the following areas: <ul style="list-style-type: none"> i. Phonology ii. Phonics iii. Word recognition 	<ul style="list-style-type: none"> • Proposal details evidence-based curriculum and instruction. • Instructional practices reflect a balance of all required components and are explicit, systematic, cumulative, and multisensory. • Proposal provides a description of how the educational program can be adjusted for tier II and tier III. 	<ul style="list-style-type: none"> • The program demonstrates 3-4 of the elements of a high-quality program. 	<ul style="list-style-type: none"> • The program demonstrates 1-2 of the elements of a high-quality program. 	<ul style="list-style-type: none"> • Program fails to address the elements of a high-quality program.

<ul style="list-style-type: none"> iv. Spelling v. Fluency vi. Vocabulary vii. Reading Comprehension 	<p>Throughout this section:</p> <ul style="list-style-type: none"> • <i>Gap analysis clearly describes the current program in context of the required elements.</i> • <i>Plan for improvement clearly articulates the program's needs and goals for funding period.</i> 			
<p>b. Instructional methods that demonstrate Tier II interventions that provide supplemental instruction and supports systematically delivered in addition to, and aligned with, the grade-level Core.</p> <ul style="list-style-type: none"> i. Description ii. Gap analysis and plan for improvement 	<ul style="list-style-type: none"> • Proposal describes tier II interventions that provide supplemental instruction and supports systematically delivered in addition to, and aligned with, grade-level Core. • Proposal describes how staff intentionally teach and differentiate students' instruction based on targeted need. • Proposal describes how implementation fidelity will be monitored and measured. <p>Throughout this section:</p> <ul style="list-style-type: none"> • <i>Gap analysis clearly describes the current program in context of the required elements.</i> • <i>Plan for improvement clearly articulates the program's needs and goals for funding period.</i> 	<ul style="list-style-type: none"> • The program demonstrates 3-4 of the elements of a high-quality program. 	<ul style="list-style-type: none"> • The program demonstrates 1-2 of the elements of a high-quality program. 	<ul style="list-style-type: none"> • Program fails to address the elements of a high-quality program.
<p>c. Instructional methods that demonstrate Tier III interventions that address the specific needs of students who are the most at risk or who have not responded to tier II interventions, providing frequent, intensive, and targeted small group instruction using evidence-based curricula, and are developed to maximize student achievement, reduce behavior</p>	<ul style="list-style-type: none"> • Proposal describes tier III interventions that address the specific needs of students who are the most at risk or who have not responded to tier II interventions, providing frequent, intensive, and targeted small group instruction using evidence-based curricula, and is developed to maximize student achievement, reduce behavior problems, and increase long-term success. 	<ul style="list-style-type: none"> • The program demonstrates 3-4 of the elements of a high-quality program. 	<ul style="list-style-type: none"> • The program demonstrates 1-2 of the elements of a high-quality program. 	<ul style="list-style-type: none"> • Program fails to address the elements of a high-quality program.

<p>problems, and increase long-term success.</p> <ul style="list-style-type: none"> i. Description ii. Gap analysis and plan for improvement 	<ul style="list-style-type: none"> • Proposal describes how staff intentionally teach and differentiate students’ instruction based on targeted need. • Proposal describes how implementation fidelity will be monitored and measured. <p>Throughout this section:</p> <ul style="list-style-type: none"> • <i>Gap analysis clearly describes the current program in context of the required elements.</i> • <i>Plan for improvement clearly articulates the program’s needs and goals for funding period.</i> 			
<p>d. Program’s ongoing, focused, and intensive professional development for educators responsible for implementing the interventions.</p> <ul style="list-style-type: none"> i. Description ii. Gap analysis and plan for improvement 	<ul style="list-style-type: none"> • Professional learning needs of educators are assessed in the design of the professional development program. • Proposal describes a clear, thorough and well-detailed educator development plan. • Professional development is varied and includes a full range of experiences that provide initial preparation and ongoing support. • Professional development is intensive, focused, and of sufficient duration to achieve the purposes and goals of the program. • The plan includes adequate time for learning and implementing professional development into program application. <p>Throughout this section:</p> <ul style="list-style-type: none"> • <i>Gap analysis clearly describes the current program in context</i> 	<ul style="list-style-type: none"> • The program demonstrates 4-6 of the elements of a high-quality program. 	<ul style="list-style-type: none"> • The program demonstrates 2-3 of the elements of a high-quality program. 	<ul style="list-style-type: none"> • Program fails to address the elements of a high-quality program.

	<p><i>of the required elements.</i></p> <ul style="list-style-type: none"> • <i>Plan for improvement clearly articulates the program's needs and goals for funding period.</i> 			
<p>e. Process by which the program will conduct ongoing assessment of a student's educational growth to inform instruction.</p> <p>i. Description</p> <p>ii. Gap analysis and plan for improvement</p>	<ul style="list-style-type: none"> • Program demonstrates the use of ongoing assessments, including, but not limited to: curriculum-based assessments, benchmark and progress monitoring assessments and how they will be used to inform instruction. • Student growth is targeted to reflect ambitious growth rates as needed to close the gap. If necessary, plans for adjusting instruction are made. <i>(Please see the Additional Information section for an example)</i> <p>Throughout this section:</p> <ul style="list-style-type: none"> • <i>Gap analysis clearly describes the current program in context of the required elements.</i> • <i>Plan for improvement clearly articulates the program's needs and goals for funding period.</i> 	<ul style="list-style-type: none"> • The program demonstrates two of the elements of a high-quality program. 	<ul style="list-style-type: none"> • The program demonstrates one of the elements of a high-quality program. 	<ul style="list-style-type: none"> • Program fails to address the elements of a high-quality program.
<p>f. Process by which the program will use DIBELS to conduct and report benchmark data (three times a year) for each participating student.</p> <p>i. Description</p> <p>ii. Gap analysis and plan for improvement</p>	<ul style="list-style-type: none"> • Proposal describes how DIBELS will be used as part of the pilot program for identification. • Proposal describes how DIBELS will be used as part of the pilot program for determining effectiveness of interventions, and informing instruction. • Proposal describes how DIBELS data will be managed and shared with the independent evaluator. <p>Throughout this section:</p> <ul style="list-style-type: none"> • <i>Gap analysis clearly describes the current program in context</i> 	<ul style="list-style-type: none"> • The program demonstrates 3-4 of the elements of a high-quality program. 	<ul style="list-style-type: none"> • The program demonstrates 1-2 of the elements of a high-quality program. 	<ul style="list-style-type: none"> • Program fails to address the elements of a high-quality program.

	<p><i>of the required elements.</i></p> <ul style="list-style-type: none"> • <i>Plan for improvement clearly articulates the program's needs and goals for funding period.</i> 			
<p>g. Ongoing program evaluation and data collection to monitor program goal achievement and implementation of required program components.</p> <p>i. Description</p> <p>ii. Gap analysis and plan for improvement</p>	<p>Proposal describes a well-detailed and thorough plan for the rigorous, objective, and ongoing evaluation of program and staff, during the grant period, which:</p> <ul style="list-style-type: none"> • Determines whether progress is being made toward achieving the required components of high-quality tier II and tier III interventions; • Reviews the results to make appropriate organizational or programmatic changes; • Examines the relationship between program implementation and program impact to determine success. <p>Throughout this section:</p> <ul style="list-style-type: none"> • <i>Gap analysis clearly describes the current program in context of the required elements.</i> • <i>Plan for improvement clearly articulates the program's needs and goals for funding period.</i> 	<ul style="list-style-type: none"> • The program demonstrates 3-4 of the elements of a high-quality program. 	<ul style="list-style-type: none"> • The program demonstrates 2-3 of the elements of a high-quality program. 	<ul style="list-style-type: none"> • Program fails to address the elements of a high-quality program.
<p>h. Methods by which the program informs, encourages, and supports family engagement, including ongoing communication between home and school.</p> <p>i. Description</p>	<p>Proposal describes a schedule of comprehensive and integrated activities that ensure the following areas are addressed:</p> <ul style="list-style-type: none"> • Communication between home and school, includes informed consent and progress reports. • Communication between home and school describes the tier II or tier III interventions being provided to each student. • Parent education will include strategies for parents to support 	<ul style="list-style-type: none"> • The program demonstrates 2-3 of the elements of a high-quality program. 	<ul style="list-style-type: none"> • The program demonstrates one of the elements of a high-quality program. 	<ul style="list-style-type: none"> • Program fails to address the elements of a high-quality program.

	<p>their child’s development.</p> <p>Throughout this section:</p> <ul style="list-style-type: none"> • <i>Gap analysis clearly describes the current program in context of the required elements.</i> 			
<p>i. The plan of the program to identify and serve students, including:</p> <ul style="list-style-type: none"> i. Economically disadvantaged ii. Students with disabilities in an inclusive environment iii. ELs 	<ul style="list-style-type: none"> • Proposal provides a plan to identify and serve all students in a positive and inclusive environment. • Student population is described. <p>Throughout this section:</p> <ul style="list-style-type: none"> • <i>Gap analysis clearly describes the current program in context of the required elements.</i> • <i>Plan for improvement clearly articulates the program’s needs and goals for funding period.</i> 	<ul style="list-style-type: none"> • The program demonstrates 2-3 of the elements of a high-quality program. 	<ul style="list-style-type: none"> • The program demonstrates one of the elements of a high-quality program. 	<ul style="list-style-type: none"> • Program fails to address the elements of a high-quality program.
3. Evaluation (20 points).				
<p>a. Timeline of grant implementation activities, including responsible program staff for the grant funding period.</p>	<ul style="list-style-type: none"> • The proposal provides a comprehensive timeline of program activities that is reasonable and comprehensive. • Staff is designated for each activity. • The proposal represents a clear plan for ongoing supports. 	<ul style="list-style-type: none"> • The proposal provides a comprehensive timeline of program activities that is reasonable. • Staff is designated for most activities. • The proposal presents plan for ongoing supports. 	<ul style="list-style-type: none"> • The proposal provides a minimal timeline of program activities. • Some staff is designated. • The proposal presents a limited plan for ongoing supports. 	<ul style="list-style-type: none"> • No timeline is provided, or timeline activities are not clear. • Responsible staff are not identified. • The proposal fails to address a plan for ongoing supports.
<p>b. Description of the process by which the program will monitor, analyze, and adjust during the implementation of the grant to ensure that program activities are completed on an appropriate timeline.</p>	<ul style="list-style-type: none"> • The program has a regular internal process to monitor, analyze, and adjust throughout the grant period to ensure appropriate implementation. • The staff will review progress 	<ul style="list-style-type: none"> • The program demonstrates two of the elements of a high-quality program. 	<ul style="list-style-type: none"> • The program demonstrates one of the elements of a high-quality program. 	<ul style="list-style-type: none"> • The program does not demonstrate a process to regularly review and adjust program activities to ensure appropriate

	<p>being made toward achieving the required components of the program and make appropriate organizational or programmatic changes to improve student outcomes.</p> <ul style="list-style-type: none"> The staff examine the relationship between program implementation and program impact to determine success. 			implementation.
4. Sustainability (15 points)				
<p>a. Description of the ongoing plans to develop sustainability and self-sufficiency within the program to ensure high-quality programming for students beyond the grant funding period, including any in-kind funds that the LEA will provide.</p>	<ul style="list-style-type: none"> The program has a plan to develop sustainability and self-sufficiency within the program to ensure high-quality programming beyond the grant funding period, including in-kind funds. 	<ul style="list-style-type: none"> The program has a plan to develop sustainability and self-sufficiency within the program to ensure high-quality programming beyond the grant funding period. 	<ul style="list-style-type: none"> It is unclear how the program will continue to sustain high-quality programming beyond the grant funding period. 	<ul style="list-style-type: none"> Proposals fails to address a plan for sustainability.
5. Budget and Budget Narrative (5 points)				
<p>a. Expenditures are explained and appropriate.</p>	<ul style="list-style-type: none"> Budget expenditures are complete and accurate. Budget narrative explains each item completely and gives calculations to support the amount requested. Costs are detailed and reasonable for the size of the program and the quality of the services to be provided. Budget represents all fiscal years. 	<ul style="list-style-type: none"> Expenditures are explained and align with program goals and activities, but limited details are provided. Budget represents all fiscal years. 	<ul style="list-style-type: none"> Expenditures are explained, but do not directly support the goals and activities of the program. Some fiscal years are represented in the budget. 	<ul style="list-style-type: none"> Expenditures are explained. Budget narrative does not completely justify each expenditure. Fiscal years are not addressed.
<p>b. Expenditures are appropriate and build sustainability.</p>	<ul style="list-style-type: none"> Expenditures are appropriate and support the development of high quality programs. Expenditures do not supplant current funding. Expenditures build the 	<ul style="list-style-type: none"> The program demonstrates two of the elements. 	<ul style="list-style-type: none"> The proposal demonstrates one of the elements. 	<ul style="list-style-type: none"> The proposal fails to address any of the elements.

	program's long-term capacity.			
6. Additional materials (5 points)				
a. Resumes of key personnel are included and demonstrate professional capacity.	<ul style="list-style-type: none"> Resumes are included. Key staff have appropriate education and professional background, education, and/or relevant certification, including vendors. 			<ul style="list-style-type: none"> Resumes are not included, and/or program staff does not meet the program requirements.
b. Letters of support are included. <ul style="list-style-type: none"> i. Site leader(s) ii. Additional stakeholders (optional) 	<ul style="list-style-type: none"> A letter from the site leader is included for each site. Letters of support from any additional stakeholders as described in your plan (optional). 			<ul style="list-style-type: none"> Letters are not included to document knowledge and support of site leader. Additional promised resources are not documented.

Additional Information

1. What is [SB117](#)?

This bill creates a pilot program to provide interventions for students at risk for, or experiencing, reading difficulties, including dyslexia.

2. What is the definition of “economically disadvantaged”?

78 (2) "Economically disadvantaged" means a student who:
 79 (a) is eligible to receive free lunch;
 80 (b) is eligible to receive reduced price lunch; or
 81 (c) (i) is not otherwise accounted for in Subsection (2)(a) or (b); and
 82 (ii) (A) is enrolled in a Provision 2 or Provision 3 school, as defined by the United
 83 States Department of Agriculture;
 84 (B) has a Declaration of Household Income on file;
 85 (C) is eligible for a fee waiver; or
 86 (D) is enrolled at a school that does not offer a lunch program and is a sibling of a
 87 student accounted for in Subsection (2)(a) or (b).

3. What is a Budget Narrative?

A budget narrative defines the cost for each item within a budget category. A sample is included below.

Budget Narrative

Salaries – List each position that pertains to the proposal. The cost calculation should show the employee's annual salary rate and the percentage of time devoted to the project. Compensation paid for employees engaged in grant activities should be consistent with that paid for similar types of work within the organization.

Project Director: \$35,000/year @ 100% = \$35,000. The Project Director currently oversees the program and will spend 100% of her time hiring, training, and supervising staff. This individual's annual salary will be covered by grant funds for the 12 months of the contract.

Fringe Benefits – Fringe benefits are based on the applicant's established formula and are only for the percentage of time devoted to the project.

Project Director: \$35,000 x 18.55% (established LEA rate) for 100% of project = \$6,493

Travel/Transportation – Explain the reason for travel expenses for project personnel and show the number of travelers and unit costs involved. Identify the location of travel.

Regional/Statewide Meeting: Three people to professional development in Destination City.

1. 3 people x \$500 airfare = \$1,500
2. 3 people x 3 days x \$40 per diem = \$360
3. 3 people x 2 nights x \$100.00 hotel = \$600

Equipment - List non-expendable items to be purchased. Explain how the equipment is necessary for the success of the project.

One iPad will be purchased to use with students in the reading lab = \$350

Materials and Supplies - List expendable items by type and show the basis for computation.

Meeting Supplies: For professional development meetings. \$75.00 x 12 months = \$900.00.

Other Costs – List items by major type and show the basis of the computation.

Professional Development/Workshops – These may include required or desired trainings, workshops, or classes for staff. The project-related purpose should be noted and explained.

Program staff will complete 10 hours of training on early phonics instruction and art integration provided by consultants.

8 staff members x 10 hours @ \$12/hour = \$960

Professional Fees/Contract Services - Provide a description of the product or services to be provided by the consultant and an estimate of or detailing of exact cost.

The Computer Instructor will conduct four computer-training sessions weekly in the computer lab. The Community Outreach Trainer will develop a curriculum for Community Outreach and train neighborhood associations on the curriculum. The 2.5 FTE Tutors will tutor children at the after school.

Computer Instructor: \$11.10/hour x 26 hours/week x 52 weeks = \$15,000

Indirect Costs – Indirect costs cannot be taken on this funding.

4. What should a project timeline chart include?

A timeline chart should include the activities that will occur during each year of the program. A sample is included below.

Activity	Responsible	J	F	M	A	M	J	J	A	S	O	N	D
Year 1													
Activity	Person												
Year 2													

5. What is considered ambitious growth?

Below is an example table that denotes typical and ambitious growth rates on Oral Reading Fluency (ORF) and Maze for students in grades 1-5. This table may be helpful in determining appropriate growth for students' response to tier II and tier III intervention.

Reading			
Grade	Avg. ORF Growth (WCPM)	Ambitious ORF Growth (WCPM)	Avg. Maze Growth (WCR)
1	2	3	0.4
2	1.5	2	0.4
3	1	1.5	0.4
4	.85	1.1	0.4
5	0.5	0.8	0.4

Fuchs et al, 1993; Fuchs & Fuchs, 2004



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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: R277-498 *Grant for Math Teaching Training* (Amendment and Continuation)

Background:

1. R277-498 is amended in response to H.B. 30 *Math Teacher Training Program Amendments* (2015 Legislative Session). Technical and conforming changes are also made throughout the rule.
2. In addition to the amendments to R277-498, the rule is continued consistent with Board policy for continuation of rules and the Utah Administrative Rulemaking Act. The rule was enacted effective April 8, 2013.

Key Points:

1. The amendments to R277-498 provide an expansion to the grant program for teacher training in math to allow a grant to be used to provide a stipend, professional development, and leadership opportunities to assist a teacher in becoming a teacher leader. The amendments also provide changes to numbering and terminology throughout the rule.
2. R277-498 continues to be necessary because it provides procedures to award funds to institutions of higher education to support and encourage prospective educators to earn mathematics endorsements.

Anticipated Action:

1. It is proposed that the Standards and Assessment Committee consider approving R277-498, as amended, on first reading and, if approved by the Committee, the Board consider approving R277-498, as amended, on second reading.
2. It is proposed that the Standards and Assessment Committee consider approving R277-498 for continuing on first reading and, if approved by the Committee, the Board consider approving R277-498 for continuation on second reading.

Contact: Sydnee Dickson, 801-538-7515
Angie Stallings, 801-538-7550
Diana Suddreth, 801-538-7739

1 **R277. Education, Administration.**

2 **R277 498. Grant for Math Teaching Training.**

3 **R277-498-[2]1. Authority and Purpose.**

4 ~~[A.]~~(1) This rule is authorized by:

5 (a) Utah Constitution Article X, Section 3, which vests
6 general control and supervision of public education in the
7 Board~~[, by]~~;

8 (b) Subsection 53A-1-401(3), which allows the Board to
9 adopt rules in accordance with its responsibilities~~[7]~~; and
10 ~~[by]~~

11 (c) Subsection 53A-6-901(2), ~~[that]~~which directs the
12 Board to ~~[write]~~make rules to provide criteria to award a
13 grant~~[(s) to a higher education institution(s) to encourage~~
14 ~~prospective educators to earn]~~ related to mathematics
15 [endorsements]education.

16 ~~[B.]~~(2) The purpose of this rule is to establish
17 criteria to award ~~[funds, consistent with 2012 legislation, to~~
18 ~~institution(s) of higher education]~~a grant to:

19 (a) support and encourage prospective educators to earn
20 mathematics endorsements~~[7]~~; and

21 (b) assist an experienced mathematics teacher in becoming
22 a teacher leader.

23 **R277-498-[1]2. Definitions.**

24 ~~[A. "Board" means the Utah State Board of Education.]~~

25 ~~[B.]~~(1) "Comprehensive Administration of Credentials for
26 Teachers in Utah Schools" or "~~[+]CACTUS[+]~~" means the
27 electronic file maintained on all licensed Utah educators~~[7~~
28 ~~The file]~~that includes~~[information such as]~~:

29 ([1]a) personal directory information;

30 ([2]b) educational background;

31 ([3]c) endorsements;

32 ([4]d) employment history; and

33 ([5]e) a record of disciplinary action taken against the
34 educator.

35 ~~[C.]~~(2) "Endorsements in mathematics" means one or more

36 endorsements in the mathematics teaching field that:

37 (a) qualify an educator or prospective educator to teach
38 a specific or specific level of mathematics course~~[. A~~
39 ~~notation indicating the educator's competency is maintained];~~
40 and

41 (b) is indicated by a notation on the educator's CACTUS
42 record.

43 (3) "Grantee" or "prospective grantee" means:

44 (a) an institution of higher education; or

45 (b) a nonprofit educational organization.

46 ~~[D.]~~(4) "Matching funds" means funds provided by the
47 grant recipient in order to receive state funds under Section
48 53A-6-901.

49 ~~[E. "Teaching license" or "educator license" means an~~
50 ~~authorization issued by the Board which permits the holder to~~
51 ~~serve in a professional capacity in the public schools.]~~

52 ~~[F. "USOE" means the Utah State Office of Education.]~~

53 **R277-498-3. Board~~/USOE~~ Procedures for Distributing Funds.**

54 ~~[A.]~~(1) The ~~[USOE]~~Superintendent shall ~~[identify one or~~
55 ~~more institutions of higher education]~~select a grantee that
56 meets the criteria of Section 53A-6-901 and the criteria of
57 this rule from requests submitted by ~~[interested institutions~~
58 ~~of higher education]~~a prospective grantee.

59 ~~[B.]~~(2) The ~~[USOE]~~Superintendent shall notify a selected
60 ~~[institutions]~~grantee of ~~[their]~~its eligibility to receive
61 funds under this program following:

62 (a) review of the request; and

63 (b) the assurance of matching funds.

64 ~~[C.]~~(3) The ~~[USOE]~~Superintendent may identify one
65 eligible and qualified ~~[institution of higher~~
66 ~~education]~~grantee and establish a funding schedule to
67 distribute funds or allow ~~[institutions]~~a prospective grantee
68 to submit an application~~[s]~~ until March 30~~[, 2013]~~.

69 ~~[D.]~~(4) The ~~[USOE]~~Superintendent, under the direction of
70 the Board, shall distribute the appropriation provided for in

71 Section 53A-6-901[, ~~Section 2~~] by June 30[~~2013~~].

72 **R277-498-4. Criteria for Awarding Grants.**

73 [A.](1) The [USOE]Superintendent shall consider the
74 amount or percent of matching funds that a[n ~~institution of~~
75 ~~higher education~~] prospective grantee [shall]offers.

76 [B.](2) The [USOE]Superintendent shall determine that
77 the [~~institution of higher education~~]prospective grantee
78 requesting funds under Section 53A-6-901 shall use the funds[
79 ~~for teachers and training~~] consistent with Section 53A-6-
80 901[~~(1)~~].

81 **R277-498-5. Accountability and Documentation.**

82 [A.](1) The [USOE]Superintendent shall maintain records
83 of the distribution of funds to [~~institution(s) of higher~~
84 ~~education~~]a grantee that[~~made~~] requests[~~for~~] funds provided
85 under Section 53A-6-901 and [~~R277-498~~]this rule.

86 [B.](2) The recipient of funds under Section 53A-6-901
87 shall maintain documentation of the matching funds offered by
88 the [~~institution~~]grantee that established the
89 [~~institution's~~]grantee's eligibility.

90 [C.](3) Both the [USOE]Superintendent and the eligible
91 [~~institution(s)~~]grantee shall maintain documentation of:

92 (a) the number of prospective educators and the relevant
93 training received from funding provided [~~in~~]by Section
94 53A-6-901; or

95 (b) the number of experienced mathematics teachers and
96 the relevant training received from funding provided by
97 Section 53A-6-901.

98 **KEY: grants, educator, math teaching training**

99 **Date of Enactment or Last Substantive Amendment: [~~April 8,~~**
100 **2013]2015**

101 **Notice of Continuation: 2015**

102 **Authorizing, and Implemented or Interpreted Law: Art X, Sec**
103 **3; 53A-1-401(3); 53A-6-901(2)**



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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

INFORMATION: Utah's Plan to Ensure Equitable Access to Excellent Educators

Background:

The U.S. Department of Education requires of each state a plan to ensure equitable access to excellent educators for all students.

Key Points:

Utah's plan complies with (1) the requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state's Title I, Part A plan include information on the specific steps that the SEA will take to ensure that students from low-income families, students of color, and students with special needs are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the agency with respect to such steps; and (2) the requirement in ESEA Section 1111(e)(2) that a state's plan be revised by the SEA if necessary.

Anticipated Action:

The Board will receive information on Utah's Plan to Ensure Equitable Access to Excellent Educators.

Contact: Sydney Dickson, 801-538-7515
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Utah Plan to Ensure Equitable Access to Excellent Educators



Prepared by the
Utah State Office of Education

June 18-19, 2015

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Utah Plan to Ensure Equitable Access to Excellent Educators

Section 1: Introduction

The Utah State Office of Education (USOE) submits the following plan that has been developed to assure equitable access for all students to excellent teachers. This plan responds to Education Secretary Arne Duncan's July 7, 2014, letter to State Education Agencies (SEAs), as augmented with additional guidance published on November 10, 2014. Utah's plan complies with (1) the requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state's Title I, Part A plan include information on the specific steps that the SEA will take to ensure that students from low-income families, students of color, English language learners, and students with disabilities are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the agency with respect to such steps; and (2) the requirement in ESEA Section 1111(e)(2) that a state's plan be revised by the SEA if necessary. Given the importance of strong leadership, our plan also includes the specific steps that we will take to ensure that students from low-income families, students of color, English language learners, and students with disabilities are not disproportionately attending schools led by inexperienced or unqualified principals.

This plan details our approach to achieving our objective of improving access to excellent educators for all students. Our approach was to examine data, not for the purpose of only finding reasons, or excuses, for inequities, but to determine root causes that could be addressed in proactive ways. This plan is based on analysis of data and stakeholder input based on a theory of action which states,

If a comprehensive and coherent plan for increasing excellence in every classroom is a collaborative effort of the Utah State Office of Education and Local Education Agencies

And if that plan addresses key areas of culture, leadership, teaching, and policy in Utah schools

Then teacher effectiveness will be enhanced so that all students will have equitable access to excellent teaching and learning resulting in higher levels of college- and career-readiness for all students.

This theory of action led to four key strategies, each with sub-strategies described in Section 4.

1. Teacher preparation and professional learning
2. Leadership enhancement
3. Attention to cultural factors
4. Local data analysis and goal setting

The plan also includes a timeline for implementation, metrics for evaluation, and a plan for monitoring and continued improvement under the guidance of a USOE leadership team continually informed by stakeholder input.

To create this plan, a team of leaders at the Utah State Office of Education, in collaboration with stakeholders, and led by the Director of Teaching and Learning, took the following steps:

1. Reviewed the requirements and began planning for data-review, root-cause analysis, and plan development in collaboration with stakeholders.
2. Reviewed data provided by the U.S. Department of Education (ED) through EDFacts and Utah's Educator Data System to identify equity gaps.
3. Created a one page data sheet to use in conversations with stakeholders regarding inexperience and underqualified teachers in Utah schools.
4. Convened a steering committee of representatives from the following departments at USOE: Administration, Teaching and Learning, Special Education, Federal Programs, Assessment and Accountability, Career, Technical, and Adult Education, Public Relations and Data and Statistics departments to oversee the process and provide recommendations.
5. Conducted meetings with stakeholder groups using the data sheet and a facilitated conversation regarding excellence.
 - a. Excellence Steering Committee
 - b. USOE Leadership Group
 - c. Teaching and Learning Staff
 - d. Curriculum Directors
 - i. Wasatch Front Curriculum Directors
 - ii. Northern Utah Curriculum Consortium (NUCC)
 - e. Utah Council of Education Deans (UCED)
 - f. Utah Superintendents

- g. Charter School Directors
 - h. Utah Consortium for Education Leadership (UCEL)
 - i. Utah Human Resource Directors
6. Collated and analyzed input from various stakeholder groups regarding inequities and root causes.
7. Collected metrics on current policies and initiatives to address educator excellence.
8. Collected input on potential state initiatives and supports.
9. Synthesized data collection and stakeholder input to define strategies and metrics.

Preliminary Studies of Data and Policy

To begin the process in an informed way, USOE convened an internal workgroup to analyze data submitted by ED and to analyze relevant and available data in Utah's Data Systems.

Specifically, we considered:

- Existing state and federal programs impacting teacher recruitment, retention, development, and support.
- Legislation and policy supporting teacher professional learning.
- Current licensure standards and requirements.
- Utah's Effective Teaching Standards and Educator Evaluation System, currently under pilot, but ready for full implementation in fall 2015.
- Available and relevant data available in Utah's Data System, including data on teacher experience and qualifications, and student achievement data.

Section 2: Stakeholder Engagement

Stakeholder engagement is an integral part of any plan development, especially when action by stakeholders is desired as an outcome. For that reason, the USOE began conversations with stakeholders early in the plan development process. Stakeholders included not only school districts and charter schools, but also higher education, and policy makers. Initial input was received at various meetings (Appendix C) and additional input was received via email as various stakeholders reviewed the developing plan at two distinct points, one after the initial draft was prepared in early April, and again after revisions were made based on input in May. This stakeholder involvement will continue through implementation of the plan and will be expanded to include additional participation from parents by working directly with the Utah Parent Teacher Association (PTA).

Our approach in engaging stakeholders was to use existing meeting structures to engage a variety of organizations where teachers, administrators, and policy-makers were in attendance.

This approach maximized the limited availability of staff and engaged a large number of interested parties. Although this resulted in primarily homogenous groups, there was a surprising amount of consistency from meeting to meeting both between groups and over time so it was not necessary to resolve conflicting ideas. During the development of the plan, we shared updates at subsequent meetings ensuring that stakeholders were aware of how the plan was being developed and how their ideas were being used.

To launch the development of the plan, we presented information regarding the program to Local Education Agency (LEA) Curriculum Directors and Human Resource Directors at their regularly scheduled meetings. The purpose of this original introduction was to raise awareness and begin discussions regarding what we might discover in data analysis and what reasons there might be for inequities in student access to excellent teachers.

On January 15 a one and one-half hour webinar was held describing the reasons for and requirements in the plan and to share data with LEAs. The 64 people in attendance included Curriculum Directors, Human Resource Directors, Special Education Directors, and Directors of Federal programs from LEAs across the state. This webinar included an introduction to the requirements and provided LEAs with data for analysis. Preliminary discussions were held regarding possible root causes and solutions. In addition to presenting summary LEA data and examining individual cases with stakeholders, we also provided LEAs with the data by school to facilitate their examination of the distribution of their own teachers. This data is published on our website here: <http://www.schools.utah.gov/curr/main/Excellence-Plan.aspx>, and available in Appendix B.

On January 20, the USOE internal team reviewed the webinar and the state level data. At this meeting Supt. Brad Smith recommended we focus on Teacher Excellence, citing the confusion in the field regarding the difference between equality and equity. The team also gave several ideas for other data collection and began to discuss root causes.

On February 12 the Director of Teaching and Learning met with the Utah Council of Education Deans (UCED) where the conversation about root causes focused particularly on issues of geography and culture. In particular the Deans talked about how cultural and language differences lead to inequities within classrooms and the importance of training teachers to deal with cultural differences. The Deans also discussed inequities resulting from differences in early childhood experiences since Utah does not require all day kindergarten. The Deans shared some of their current efforts in this area, including the use of Focused Interest Groups (FIGS) to prepare their students for teaching in rural areas, and cross-cultural experiences. Due to success seen in existing programs the Deans suggested that Utah consider requiring early childhood licensure in public schools and an effort to recruit more from diverse populations.

During the month of February, we further refined our data and created a display which could be used to drive conversations around equitable distribution of experienced teachers.

Utah Educator Excellence Plan: Statewide Data at a Glance

	# of Schools	1ST Year Teaching (%)	Std Dev	Less than 3 years teaching (%)	Std Dev	Qualified in Field (%)	Std Dev	Percent first year at school	Std Dev	Percent less than 3 years at school	Std Dev
State Average	938	8.2%	0.09	21.3%	0.15	93.7%	0.094	19%	0.16	40%	0.23
Not Title I	629	7.1%	0.0707	18.8%	0.13	93.7%	0.093	17%	0.16	37%	0.22
Title I	305	10.5%	0.104	26.7%	0.174	93.8%	0.087	22%	0.17	47%	0.24
District Title I Schools	230	8.1%	0.081	21.2%	0.132	96.3%	0.089	18%	0.15	39%	0.22
Charter Title I Schools	75	17.6%	0.135	43.3%	0.182	86.2%	0.113	32%	0.3	69%	0.24
Not NESS	848	8.5%	0.082	22.1%	0.148	94.4%	0.081	19%	0.16	40%	0.23
NESS	90	5.7%	0.1	15.2%	0.157	87.6%	0.143	14%	0.16	34%	0.24
District	843	7.2%	0.071	19.1%	0.125	94.7%	0.078	17%	0.14	37%	0.2
Charter School	95	16.6%	0.136	41.5%	0.195	85.2%	0.14	32%	0.25	67%	0.26

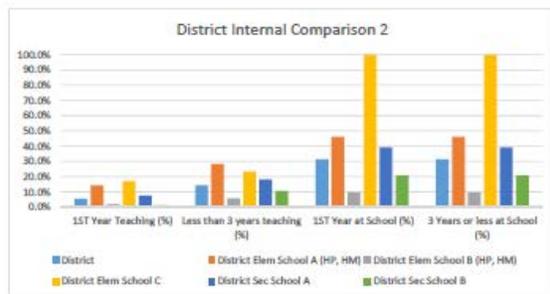
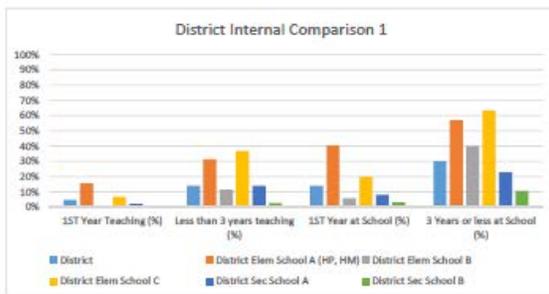
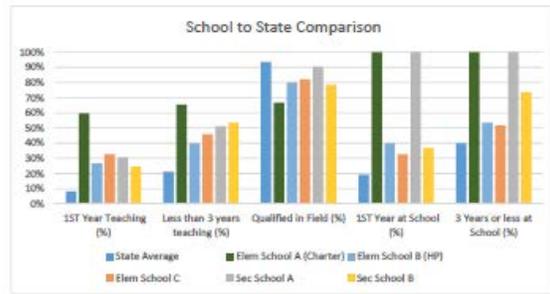
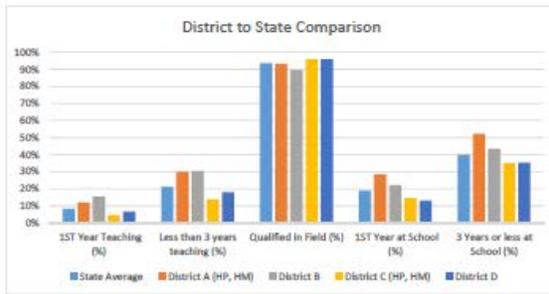
Utah Educator Excellence Plan: District Data at a Glance

District	Percent first year at school	Percent less than 3 years at school	WEIGHTED FTE	1ST Year Teaching (%)	Less than 3 years teaching (%)	Qualified in Field (%)	FALL ENROLLMENT	FREE AND REDUCED LUNCH (%)	Percent NonWhite (%)	Special Education (%)
ALPINE	19%	42%	3042.728	8.8%	24.9%	94.1%	72522	27.3%	15.2%	11.4%
BEAVER	16%	37%	71.5	1.9%	9.5%	88.1%	1579	49%	14.6%	14.4%
BOX ELDER	13%	29%	475.755	6.0%	14.4%	95.8%	11145	42.2%	13.2%	13.2%
CACHE	12%	28%	632.7218	6.0%	16.3%	96.1%	16036	32.5%	11.8%	13.3%
CANYONS	32%	49%	1488.723	11.8%	26.7%	95.2%	34409	29.2%	23.5%	10.7%
CARBON	16%	39%	173.915	7.2%	17.2%	92.4%	3374	46.9%	15.4%	17.4%
DAGGETT	15%	38%	16.7285	12.0%	26.8%	89.3%	219	35.2%	9.1%	12.8%
DAVIS	14%	33%	2822.998	4.8%	15.4%	97.6%	68609	22.9%	15.1%	12.2%
DUCHESNE	21%	45%	233.5165	12.8%	27.2%	92.2%	5025	32.9%	14.3%	15.7%
EMERY	6%	23%	131	1.1%	11.1%	94.4%	2309	46.1%	8.8%	18.6%
GARFIELD	21%	37%	56.269	7.0%	11.8%	86.1%	931	45.4%	7.3%	12.2%
GRAND	11%	32%	85.541	5.8%	18.5%	78.0%	1454	52.0%	22.6%	14.5%
GRANITE	17%	36%	2959.721	6.2%	17.9%	95.9%	68114	46.6%	45.3%	12.3%
IRON	13%	24%	409.543	5.8%	13.1%	96.5%	8691	49.1%	16.0%	13.8%
JORDAN	19%	41%	2214.419	9.4%	23.2%	95.0%	52897	25.2%	20.9%	12.3%
JUAB	7%	22%	100.465	3.0%	15.6%	96.5%	2286	39.2%	6.3%	13.5%
KANE	22%	36%	68.47	6.4%	13.9%	91.0%	1212	47.9%	7.6%	13.7%
LOGAN	14%	31%	264.349	7.0%	18.0%	97.3%	5994	60.1%	34.6%	14.1%
MILLARD	6%	16%	140.7498	0.9%	5.7%	97.3%	2864	57.5%	20.3%	17.1%
MORGAN	14%	30%	107.099	3.7%	15.4%	94.9%	2650	21.7%	4.8%	8.7%
MURRAY	14%	30%	288.8192	4.6%	14.0%	98.2%	6427	34.9%	23.8%	11.5%
NEBO	19%	42%	1263.67	11.6%	25.0%	92.2%	31240	37.8%	13.6%	13.4%
NORTH SANPETE	8%	30%	113.747	1.4%	15.1%	96.9%	2405	57.8%	18.0%	12.9%
NORTH SUMMIT	9%	20%	52.78	5.7%	9.5%	96.1%	995	40.3%	15.1%	11.3%
OGDEN	28%	52%	572.7947	11.8%	30.1%	93.0%	12490	78.0%	55.1%	11.1%
PARK CITY	18%	34%	242.3858	6.1%	11%	91.9%	4632	21.4%	23.4%	8.0%
PIUTE	8%	21%	24.967	4.0%	16.0%	87.1%	309	74.8%	12.6%	16.2%
PROVO	22%	43%	638.9536	15.5%	30.4%	89.4%	14922	46.7%	34.3%	15.1%
RICH	6%	32%	30.96	3.2%	15.6%	84.7%	482	54.6%	6.0%	15.6%
SALT LAKE	15%	35%	1132.876	4.6%	13.8%	96.0%	23986	61.6%	58.9%	14.0%
SAN JUAN	22%	44%	159.2461	9.0%	20.6%	90.4%	3017	70.5%	57.3%	13.1%
SEVIER	16%	30%	215.9591	5.4%	16.0%	94.2%	4685	54.6%	10.1%	13.2%
SOUTH SANPETE	13%	34%	168.0404	4.2%	14.6%	95.7%	3178	53.7%	14.3%	15.1%

District	Percent first year at school	Percent less than 3 years at school	WEIGHTED FTE	1ST Year Teaching (%)	Less than 3 years teaching (%)	Qualified in Field (%)	FALL ENROLLMENT	FREE AND REDUCED LUNCH (%)	Percent NonWhite (%)	Special Education (%)
SOUTH SUMMIT	10%	27%	73.835	3.6%	14.5%	89.8%	1495	24.0%	15.1%	11.6%
TINTIC	6%	13%	15.437	0.0%	0.0%	85.1%	119	48.7%	3.2%	17.3%
TOOELE	13%	35%	653.1781	6.7%	18.0%	95.8%	14125	39.7%	17.7%	12.6%
UINTAH	22%	51%	314.3335	14.1%	33.2%	90.4%	7587	38.3%	17.6%	11.7%
WASATCH	19%	39%	275.19	10.5%	23.3%	92.4%	5787	35.8%	18.4%	13.3%
WASHINGTON	16%	32%	1243.301	5.4%	14.4%	96.8%	27134	45.5%	18.7%	12.9%
WAYNE	18%	63%	35.91275	4.2%	14.6%	85.0%	501	49.5%	6.4%	16.0%
WEBER	12%	30%	1332.037	4.9%	13.4%	96.8%	31046	36.3%	17.8%	14.0%

The last page of the document drew on data from specific schools to illustrate how individual school data could be used to illuminate inequities. By focusing on individual schools, we were also able to discuss the relationship between factors involving teacher quality and effectiveness and student achievement, something we would like to explore further as we implement our plan.

Utah Educator Excellence Plan; Data Review Examples



Data Definitions:	
Weighted FTE:	Defined as the total teacher FTE at the school
1ST Year Teaching (%):	% of Weighted FTE in 1st year of teaching. Internship years are counted as the first year of teaching for an individuals. Includes out-of-state experience recorded in CACTUS
Less than 3 years teaching (%):	% of Weighted FTE in first three years of teaching experience. Internship years are included as years of experience. Includes out-of-state experience recorded in CACTUS
1ST Year at School (%):	% of Weighted FTE in 1st year of teaching at the individual school
3 Years or less at School (%):	% of Weighted FTE in first three years of teaching at the individual school
Qualified in Field (%):	% of Weighted FTE that are state qualified based on standard licensure or are currently enrolled in the ARL program
Fall Enroll:	Enrollment on Oct. 1, 2013

On March 2 the Teaching & Learning Specialists discussed the Excellence plan in their staff meeting. They defined numerous root causes (see Appendix C) including school-level structures that result in the most at risk students being taught by the least experienced teachers. They also pointed to teacher beliefs about students and communities and principal beliefs about teachers and students as relevant. In addition they cited concerns about physical plants. They cited as a major issue, the teacher preparation programs that do not adequately prepare students for leading classrooms of diversity. Finally, they voiced concerns about the changing nature of teaching, the difficulty in recruiting teachers to the profession and retaining them.

On March 9, 85 Charter School leaders added insight into drivers of inequity from their unique perspectives as non-traditional public schools. Charter school directors pointed to problems in recruiting quality candidates based on misunderstandings of charter school purpose and policies. Because many charter schools are new, they are also more likely to have inexperienced staff and because they are small, they sometimes have difficulty staffing highly qualified teachers in every area. Like other stakeholder groups, they pointed to a need for incentives and acknowledged that there are more opportunities along the Wasatch Front than elsewhere.

On March 11, the Utah Council of Education Deans continued their conversation with additional data. The focus of their discussion was on diversity, especially diversity of the teaching force. They also talked at length about the difficulty in getting students into teacher preparation programs and how the lack of public respect for education is inhibiting recruitment. They suggested pursuing financial support for underrepresented groups going through college.

On March 11, twelve members of the Wasatch Front Curriculum Directors examined data and continued the discussion began by other groups. At this meeting themes began to emerge. A great deal of the conversation centered on issues with perceptions. Teacher perceptions of students and of their working environments were both cited as critical root causes of teachers actually participating in the creation of equity gaps. Additionally, leadership and the increasing difficulty of attracting and retaining teachers were cited as critical areas of concern. The directors thought that perhaps attention to pre-service programs and the creation of leadership pathways might be potential solutions to these issues.

At this point in time the facilitation began to center more around exploring solutions than discussing causes. Data displaying identified inequities in LEAs was shared along with information regarding root causes that had been identified at previous meetings. These data and analysis shifted the conversations so that solutions could be considered.

On March 25, the statewide Curriculum Directors reviewed root causes identified in earlier meetings and began to focus on strategies to address those causes. Root causes were grouped into four categories 1) State and local policies, 2) Leadership, 3) Teaching, and 4) Culture. Suggested strategies included examining pay structures and loan forgiveness and being more intentional with teacher supports including mentoring, Entry Years Enhancement (EYE), and professional development. Once again, they focused on teacher preparation programs, but also expanded the discussion to suggest ways to support leaders.

On March 27, District Superintendents posed strategies for each of the four identified areas. They suggested finding funding to grow teachers locally and providing additional resources for teachers and students in high needs areas. They encouraged flexibility in teacher training programs and in licensing and also acknowledged the need to change structures locally to provide a systemic continuum of career opportunities for teachers and ensure that all educators have weekly built-in collaboration time.

On April 3, the Human Resource Directors revisited the data one more time and suggested additional support for new teachers who are often clustered in Title I schools and improved support and use of interns. They also requested more focus on early childhood education.

On May 28, 2015, the Coalition of Minority Advisory Committee (CMAC) reviewed Section 1 of the plan, the statewide gap analysis, defined equity gaps, and the strategy to address cultural factors. CMAC members expressed their eagerness to be part of the ongoing work and made several suggestions to ensure the work would be ongoing and sustainable.

In addition to Utah's focus group input, assistance was also gained from participation in CEEDAR, the Equitable Access Support Group, and the Council of Chief State School Officers (CCSSO).

Section 3: Equity Gaps

Utah has been concerned with providing equitable access to excellent educators for several years. Historically, we have been focused on highly qualified teachers, but in recent years our focus has shifted from qualified to effective. At this time, more than 92% of elementary classes and more than 85% of secondary classes in core academic subjects in Utah fully meet the federal definition of "highly qualified teacher" (HQT) for the 2013-14 school year. The most common reasons for teachers not having HQT status is based on local conditions, such as teachers teaching multiple subject areas in small, rural schools.

As HQT percentages have risen, student achievement has not kept pace, causing us to consider that additional measures might be important. Furthermore, it is now considered common knowledge that HQT status is not a strong indicator of effectiveness and other measures must be analyzed.

Utah's data systems allow us to consider various proxies for teacher effectiveness now, while we are waiting for our Utah Teacher Effectiveness Program to be fully operational in the 2015-2016 school year. That system will categorize teachers as effective, highly effective, minimally effective or not effective based on rater observations, measures of student growth, and stakeholder input. Current data systems allow us to drill down to the qualifications of teachers assigned to schools with higher minority populations, and schools where poverty is an additional factor. Once the Effectiveness Data is available, we will transition our efforts to examine potential inequities in effectiveness rather than using the proxies of experience and qualifications that are available at this time.

Based on the initial data from the Civil Rights Data Collection, and realizing the data to be less complete and accurate than what is available to us locally, we defined key elements that would help to illuminate potential inequities within the state.

When initially pulling the data we defined and reviewed the data regarding educators as follows:

Qualified in field:

An individual considered fully qualified, meaning those licensed and endorsed through standard requirements, and those earning standard licensure through Alternative Routes to Licensure (ARL) in their major area.

Educators Out-of-Field:

An out-of-field educator was defined as an educator that is not qualified through standard licensure rules or earning standard licensure through ARL in their qualified area. As individuals can be qualified for portions of their assignment and not qualified for other portions the individual's full-time equivalent (FTE) was used in calculating school wide ratios. We further discriminated the out-of-field educators into three categories as detailed below.

Earning credential in field:

An individual licensed through standard requirements that is working towards earning the standard endorsement on a State Approved Endorsement Plan (SAEP).

Qualified by Restricted Credential:

An individual licensed through LEA-specific licensure requirements or by a restricted endorsement in a Necessarily Small School (NESS).

Not Qualified:

An individual that is not qualified or is qualified by an emergency credential, called a Letter of Authorization (LoA).

Unqualified Educators:

An unqualified educator was defined as an educator that was not qualified through standard licensure requirements. As individuals can be qualified for portions of their assignment and not qualified for other portions the individual's FTE was used in calculating school wide ratios. We further discriminated the unqualified educators into two categories as detailed below.

Qualified:

An individual considered fully qualified for their position through standard licensure requirements.

Restricted/Temporary Qualified:

An individual considered qualified for their position based on meeting any non-standard licensure requirements; including ARL candidates, individuals on SAEPs, individuals with restricted credentials (LEA-specific or NESS restricted), or individuals on a LoA.

Not Qualified

An individual that is not qualified for the position

An initial review of the data found that there was no significant difference in the ratios for out-of-field educators and unqualified educators. As part of the purpose of the data was to

communicate with stakeholders in a clear manner to dispel existing myths the decision was made to only present the out-of-field qualified category to prevent confusion and misinterpretation.

Inexperienced Educators:

An inexperienced educator was defined as an individual that was in his first year of teaching. Experience outside of Utah was included in the total years of experience for an individual. A year of experience marked as an internship in our database was considered the first year of teaching for an individual. To be consistent with the other data the individual's FTE was used in calculating school wide ratios.

After initial review of the data it was determined that the definition of inexperienced educators only presented one aspect of our concerns surrounding inexperienced educators and school turn-over rates. Based on this conclusion we collected additional data in this area as detailed below; all were based on FTE ratios and counted an internship year as the first year of experience for an individual.

1st year teaching

An individual in his or her first year of teaching.

Less than 3 years teaching

An individual in his or her first, second, or third year of teaching.

1st year at school

An individual in his or her first year of teaching at the school to which he or she is currently assigned.

3 years or less at school

An individual in his first, second, or third year of teaching at the school to which he or she is currently assigned.

To examine distributions of teachers we also considered student level factors:

Students living in poverty

Identified primarily based on free/reduced lunch qualifications, which may or may not include Title I status.

Students of color

Any non-white student

Students with disabilities

Students eligible under the Individuals with Disabilities Education Act (IDEA) and Utah State Board of Education Special Education Rules with an Individualized Education Program (IEP). This does not include students solely on a 504 Plan.

Statewide Gap Analysis

	Student Count	FTE	% 1st Year Teachers	Less than 3 years teaching	%HQ	%First Year at School	% less than 3 years at a school	Percent Poverty	Percent Non-white	Percent SWD	School Types
All Schools	558392	24157	7%	19.10%	94.70%	17%	37%	37.40%	23.90%	12.60%	
Schools in Top Quartile for F&R	98864	4758 (23)	8%	21%	95%	18%	38%	74%	46%	18%	75% Reg Elem 16% Reg Second 8% Alternative & SpecialEd
Schools in Bottom Quartile	182747	7358 (35)	7%	19%	96%	17%	38%	16%	12%	12%	68% Reg Elem 28% Reg Second 4% Alternative & SpecialEd
Income Equity Gap			1%	2%	-1%	1%	0%	57%	34%	6%	
Schools in Top Quartile for Minority	139713	6351 (30)	9%	22%	95%	19%	40%	66%	53%	16%	66% Reg Elem 28% Reg Second 2% Alternative & SpecialEd
Schools in Bottom Quartile	123305	5127 (24)	6%	18%	95%	16%	36%	31%	7%	14%	67% Reg Elem 27% Reg Second 2% Alternative & SpecialEd
Minority Equity Gap			2%	4%	0%	3%	4%	35%	46%	2%	
Schools in Top Quartile for SPED	82055	4079 (20)	7%	18%	94%	17%	38%	53%	27%	28%	68% Reg Elem 15% Reg Second 16% Alternative & SpecialEd
Schools in Bottom Quartile	183963	7435 (36)	8%	20%	94%	19%	39%	30%	19%	8%	75% Reg Elem 16% Reg Second 8% Alternative & SpecialEd
SPED Equity Gap			-1%	-2%	0%	-2%	-1%	23%	8%	20%	

Our approach to data analysis had three purposes:

1. To heighten awareness in LEAs regarding potential areas of inequity and to encourage local examination of existing data.
2. To dispel the prevalent myth that an inequity issue did not exist in Utah schools.
3. To find patterns in statewide data that would inform the equity plan.

The Department of Education has defined an equity gap as “the difference between the rate at which low-income students or students of color are taught by excellent educators and the rate at which their peers are taught by excellent educators.” (State Plans to Ensure Equitable Access to Excellent Educators, FAQs) Utah’s analysis of equity gaps for poverty, minority, and students with disabilities did not reveal any gaps at a statewide level. This was surprising as equity gaps within schools have been observed and experienced by leaders at the Utah State Office of Education. Although our data did not reveal gaps in experience or teacher qualifications for either students in poverty or minority students at a district level, the analysis of Utah’s data revealed several gaps that we hope to address in through implementation of our plan.

1. Inexperience in Charter Schools

Data shows a difference in the rate at which students in charter schools are taught by inexperienced teachers, with nearly double the rates of first year teachers and teachers with fewer than three years of experience as traditional district schools.

- a. Inexperience is most prevalent in the Provo area, near Brigham Young University, and in Eastern Utah.

Stakeholders verified this gap during the Charter School Stakeholder meeting.

2. Underqualified teachers in Charter Schools

Data shows a difference in the rate at which students in charter schools are taught by teachers qualified in field. (85% qualified in charter schools vs. 93% qualified statewide)

3. Underqualified teachers in Rural Schools

Data shows a difference in the rate at which students in rural areas are taught by teachers qualified in field.

- b. Low rates of qualified teachers are most prevalent in Grand (78%), Rich, Wayne, Tintic, Garfield (all less than 86%), and Beaver (88%).

Since rural districts tend to have higher poverty rates than larger districts or charter schools, this gap affects students in poverty at higher rates.

4. Variability at the local level

Data shows there is wide variability among school districts in teacher experience with a range of 0% teachers with less than three years of experience (Tintic) to 33% teachers with less than three years of experience (Uintah). Furthermore, a sampling of schools within districts shows a much greater inequitable distribution within districts, than between districts. These factors suggest the need to do much deeper analysis at an LEA level, which is the basis for our fourth targeted area. Curriculum Directors and other

stakeholders have expressed interest in this ongoing deeper look into equity at the local level.

Data regarding teacher distribution and experience are valuable for beginning the conversation regarding placing excellent teachers in all classrooms, and it is clear to us that data available from the educator effectiveness project will be essential as we move forward. Arguments regarding the causal relationship, or lack thereof, between inexperienced teachers and low student performance continue to persist.

Based on the data analysis and conversations with stakeholders, we identified over one-hundred potential root causes, which were distilled into four general categories and considered both from a local- and a statewide-perspective.

State and Local Policies

Utah Educators cite several policy factors that impact teacher excellence and equitable distribution, including policies regarding seniority, teacher placement and awarding of incentives.

Utah policies, or lack thereof, regarding early childhood education, result in under-qualified individuals providing services for pre-school children. Furthermore, as full-day kindergarten is optional, children arrive in first grade at varying levels of abilities based on their pre-school experiences.

Utah policies regarding admission to teacher- and leader-education programs and content of teacher- and leader-education programs do not always support recruitment efforts and may be insufficient preparation for educators entering high-needs schools.

Leadership

Utah educators recognize the essential role of leaders in making decisions regarding teacher placement and in providing support for teachers. Where leadership programs support principals as instructional leaders, higher levels of support for teachers are reported and student gains are evident. Where leaders are considered managers, less attention is paid to equity and effectiveness issues and teachers report less support.

Teachers and Teaching

The heart of the equity and excellence conversation is at the teacher level. Equitable distribution is influenced not only by experience and qualifications, but by proper preparation and ongoing support for teacher development throughout a teacher's career. Recruitment, preparation, and ongoing support are all important to assuring excellence in every classroom.

Culture

Although data does not always reveal cultural elements in discussions of teacher excellence, every stakeholder group identified cultural factors as having significant impact on student access to quality teaching. Teacher beliefs about students, perceptions of parental involvement, and willingness to grow all contribute to quality in the classroom.

Equity Gap 1: Inexperienced Teachers in Charter Schools

Root Causes

Leadership

Charter School administrators are not required to have administrative licensure in the state of Utah. Inexperience in school management or instructional leadership may have an impact on staffing decisions resulting in selecting the economy of inexperience over value in experience. Utah has not invested in professional development for administrators at scale.

Teachers and Teaching

Lack of a career continuum and inadequate professional learning supports in charter schools affect satisfaction and retention of effective teachers. Perceptions of minimal support, lack of incentives, and remedial pedagogies lead to inability to hire quality teachers and poor instruction in classrooms. Teachers use charter schools as a place to launch a career.

Culture

New teachers are more likely to be recruited into charter schools where there is less support, thus magnifying the inexperience and leading to dissatisfaction with education as a career.

Equity Gap 2: Under-qualified Teachers in Charter Schools

Root Cause

Teachers and Teaching

Perceptions of minimal support, lack of incentives, and remedial pedagogies lead to inability to hire highly qualified teachers in charter schools.

Equity Gap 3: Underqualified Teachers in Rural Schools

Root Causes

State Policies

Utah policies regarding admission to teacher- and leader-education programs and content of teacher- and leader-education programs do not always support recruitment efforts and may unintentionally disadvantage students from rural areas

Leadership

Leadership preparation programs may be inadequate to prepare leaders for the changing landscape of education and the challenges unique to rural areas. Professional development for principals has not been adequately addressed in statewide programs.

Teachers and Teaching

Lack of a career continuum and inadequate professional learning supports in rural schools are local factors affecting satisfaction and retention of effective teachers. Rural areas have less access to university programs and fewer resources overall to support teacher preparation and professionalism.

Culture

New teachers are more likely to be recruited into rural areas where there is less support, thus magnifying the inexperience and leading to dissatisfaction with education as a career.

Equity Gap 4: Variability of Equity in Excellence within Districts

Root Causes

Root causes at the local level will be examined through intensive local data analysis and collaboration with the Utah State Office of Education. The reasons for variability and inequities within district are diverse and will require thoughtful and thorough analysis. This analysis will take place after June 1, 2015; however, root cause discussions suggest the following factors should be considered.

State and Local Policies

Local-level Policy Factors

Analysis of equitable distribution within LEAs points to local decisions that may lead to allowing un-qualified and under-qualified teachers to be responsible for instruction. Seniority systems and policies for teacher placement can also lead to inequitable distribution. Where incentives are offered, LEAs report fewer difficulties with staffing high need schools.

State-level Policy Factors

Utah policies, or lack thereof, regarding early childhood education result in under-qualified individuals providing services for pre-school children. Furthermore, as full-day kindergarten is optional, children arrive in first grade at varying levels of abilities based on their pre-school experiences

Leadership

Root causes of inadequate leadership at the local level include lack of support for leader professional development and lack of knowledge of recruitment and hiring practices that would lead to highly effective teachers for all students.

Teachers and Teaching

Local-level teaching factors

Even experienced teachers need support for modern expectations, including diversity of pedagogical skill to address the diverse needs of their students and increased expectations on core standards. Where evaluation systems are seen as systems for discipline rather than systems for support, a culture of growth is more difficult to cultivate and lead to teacher dissatisfaction and turn-over.

State-level teaching factors

Currently prescribed university coursework does not always adequately prepare teachers for the classroom. Utah's high numbers of inexperienced teachers and continued growth in student numbers resulting in the need for additional teachers suggest that the answer lies not in reducing the percentages, but rather in ensuring adequate preparation and support for inexperienced teachers and those teaching out of their area.

Culture

Local-level cultural factors

Conversations with teachers and leaders reveal cultural biases that lead to lower standards in some classrooms than in others. Where teachers lack confidence in their students, even when exhibiting a disposition of caring, less effective pedagogies, such as drill and rote learning, are more prevalent. Where teachers have confidence in their students, they are more likely to provide learning experiences at greater depths of knowledge. While difficult to measure quantitatively, cultural attitudes clearly play a contributing role in student access to quality instruction.

State-level cultural factors

Public perceptions of education in general sometimes reflect negatively on teaching as a career, inhibiting recruitment efforts. Universities report fewer students entering their programs and the current numbers of pre-service students are insufficient to meet Utah's needs in coming years. Furthermore, lack of diversity in Utah's teaching force suggests that many teachers may not be ready to deal with cultural factors such as poverty, cultural, and language differences and ineffectiveness may result. Finally, inequitable access to resources such as special programs, well-equipped schools, and professional development further exacerbates inequities.

Section 4: Strategies for Promoting Excellence

The Utah State Office of Education recognizes that providing highly effective teachers for all students is a complicated and worthwhile endeavor. Achieving our goal of an excellent teacher in every classroom will require implementation of a comprehensive strategy aligned with other statewide efforts as part of a cohesive and coherent whole. Utah's Plan to Ensure Equitable Access to Excellent Educators, is built on the following theory of action.

If a comprehensive and coherent plan for increasing excellence in every classroom is a collaborative effort of the Utah State Office of Education and Local Education Agencies

And if that plan addresses key areas of culture, leadership, teaching, and policy in Utah schools

Then teacher effectiveness will be enhanced so that all students will have equitable access to excellent teaching and learning resulting in higher levels of college- and career-readiness for all students.

This theory of action, combined with overlaps in considering root causes of equity gaps leads to four key strategic areas:

1. Teacher preparation and professional learning
2. Leadership enhancement
3. Attention to cultural factors
4. Local data analysis and goal setting

Strategy to address gaps in Inexperience and Qualifications (1,2,3)
Strategy: Teacher Preparation and Professional Learning Inexperience and under-qualified teachers exist not only because of Utah’s growing population and low median age, but also because teacher preparation programs are not currently producing enough teachers to fill existing openings and professional development has been insufficient to equip teachers to the extent necessary to retain them. Improving teacher preparation and professional learning will target all four gaps by producing better equipped teachers willing to make a life-time career of education.
Teacher Preparation and Professional Learning Critical Root Causes
Current teacher preparation programs are not producing sufficient numbers of quality candidates for available positions, and existing policies may be inadequate to support teacher recruitment to the degree needed.
Not all teacher preparation programs provide sufficient content and pedagogical knowledge and experience to ensure excellence in the early years of teaching.
Rural areas have less access to university programs and fewer resources for professional development.
Evaluation systems are not used to help existing teachers become excellent.
Reduced support for professional learning has resulted in lower rates of professional growth overall.
Teacher Preparation and Professional Learning Sub-strategies
Teacher Preparation Improvements USOE will conduct an analysis of existing policy regarding teacher preparation, including policies regarding admissions and required coursework, including an examination of routes to endorsements and licensure. This analysis may result in policy changes that will support greater depth in preparation and provide flexibility where needed to attract and prepare highly effective teachers in all locations.
Professional Development Improvements USOE will conduct an analysis of professional learning opportunities state-wide and will use this data to enhance professional development by developing online courses including those offered through the USOE Professional Learning Series (PLS). USOE will seek additional funding to support professional development that is targeted towards early-years of teaching, effective pedagogy, and content knowledge, including support for mentorship programs in early years of teaching.
State Systemic Improvement Plan to Increase Student Achievement in Middle School Mathematics USOE will improve teaching in all classrooms through the implementation of Utah’s State Systemic Improvement Plan (SSIP) , including goals to increase teacher knowledge of content and effective instruction in mathematics, expectations and beliefs about the abilities of students with disabilities, and implementing a Multi-Tiered System of Supports (MTSS) in secondary settings.
Measures to Evaluate Progress
Review of all rules and policies related to Teacher Preparation will be completed by October, 2015.
Recommendations for policy revisions will be completed by March, 2016.

Universities will complete teacher education program revision recommendations by September, 2016
A survey of Utah's Professional Development structures and accompanying data analysis will be completed by January 2016.
The Professional Learning Series will include elements focused on excellent teaching for all students and will be implemented by Summer 2015 and revised yearly thereafter.
Recommendations for potential legislation will be submitted to the legislature for the 2016 legislative session.
Increase the percentage of students with Speech/Language impairment (SLI) or Specific Learning Disabilities (SLD) in grades 6-8 who are proficient on the SAGE mathematics assessment by 11.11% over a five year period.
Professional development targeted at leaders will be developed as part of the Professional Learning Series for FY 2016.

Strategy to address variability within districts. (Gap 4)
Strategy: Leadership Enhancement Variability in equity exists at the local level due to variability in leadership. Utah educators recognize the essential role of the leader in making decisions regarding teacher placement and in providing support for teachers. Where leadership programs support principals as instructional leaders, higher levels of support for teachers are reported and student gains are evident. Where leaders are considered managers, less attention is paid to equity and effectiveness issues and teachers report less support.
Leadership Critical Root Causes
Leadership programs focused on school management lack comprehensive preparation for talent management and instructional leadership.
Access to and requirements for participation in leadership programs result in uneven leadership statewide.
Lack of professional development for administrators results in stagnant leadership and inability to effectively address problems of inequity that have mushroomed in recent years.
Leadership Sub-strategies
Effective Use of Evaluation Systems USOE will work with principals to ensure effective use of evaluation systems to support teacher growth in excellence, both by certifying raters, and by providing professional development on supporting teachers which includes the research-based strategies for creating school wide professional learning communities.
Administrative Licensure Improvements USOE will conduct an analysis of leadership preparation programs, including programs that lead to a career continuum for teachers and will consider revisions to better support appropriate recruitment and preparation in administrative licensure programs and research-based strategies for developing distributive leadership to support the creation of school wide collaborative learning communities, with one anticipated outcome of the development of an alternate route towards licensure.
Leadership Specialist USOE will hire a Leadership Specialist in Teaching & Learning with job responsibilities including the revision and analysis of the Utah Educational Leadership Standards to include aspects of leadership for equity and excellence and for greater

alignment with the refreshed Interstate School Leaders Licensure Consortium (ISLLC) Standards and will use those revised standards for administrator support systems including administrator evaluation.
Principals' Academies USOE sections will align currently existing Principals' Academies to reduce duplication, align efforts, and design research-based learning opportunities for principals and administrative teams. Academies will be used to support principals in a culture of change and to equip them with the knowledge and skill necessary to promote and support excellence and equity in all classrooms by developing collaborative school cultures, including mindsets, dispositions, and practices.
Professional Development for Talent Management USOE will create and deliver professional development specific to talent management that will be made available to Human Resources Directors and administrators.
Measures to Evaluate Progress
100% of supervisors evaluating teachers will be certified as raters by 2017.
Revision of administrative licensure rules will be completed by September, 2017.
A qualified leadership specialist will be hired by December, 2015.
All academies for principals will be aligned, including alignment to the Utah Educator Leadership Standards, Utah Core Standards, and attention to equity by September, 2017.
An online course for HR Directors focused on talent management will be available by May, 2016.

Strategy to address inexperience and variability. (Gaps 1,3,4)
Strategy: Attention to Cultural Factors Cultural perceptions of teaching result in difficulty attracting and retaining teachers in all schools. Once placed, teachers' unstated assumptions about students and their abilities result in classroom practices that do not always support student learning. School cultures indoctrinate inexperienced teachers into practices that do not support equity.
Attention to Cultural Factors Critical Root Causes
Teacher's stated and un-stated assumptions including lack of confidence in student abilities to learn based on cultural assumptions about poverty, culture, linguistic diversity, and student disabilities, fixed mind-sets, biases regarding student abilities and parent involvement, and perceived desirability of certain schools, classrooms, or geographical locations.
Cultural perceptions of education including negative public perception of education as a viable career leading to decreasing numbers of students entering teacher preparation programs
Lack of diversity in teacher workforce and insufficient preparation to deal with diversity.
Cultural perceptions regarding the importance or lack of importance of early childhood education.
Attention to Cultural Factors Sub-strategies
Teacher recruitment and retention USOE will seek state funding and leverage existing state and federal programs to support teacher recruitment efforts, including student loan forgiveness as a recruiting and retention tool.
Enhancing cultural competence USOE will require enhanced cultural competencies in preparation programs and in professional learning experiences for teachers.
Enhancing cultural awareness and perception USOE will leverage recent research in the impact of cultural factors and perceptions on the classroom and will develop a program to raise awareness of biases and increase expectations for all students.
State Systemic Improvement Plan to Increase Student Achievement in Middle School Mathematics USOE will increase expectations through the implementation of Utah's State Systemic Improvement Plan (SSIP) , paying particular attention to raising expectations in middle school mathematics for all students, including those with disabilities and those from poverty settings.
Program placement and resource support USOE will work with LEAs to place desirable programs and equipment in under-resourced schools as a means to attract teachers to rural areas and those impacted by poverty.
Perceptions Campaign USOE will work with LEAs to highlight highly impacted schools that are outperforming others to debunk myths around which students can learn.
Measures to Evaluate Progress
Legislation with programs to recruit teachers will be passed during the 2016 or 2017 session.
A review of preparation programs for evidence of developing cultural competencies will be completed by September, 2016 and resulting rules will be considered by the Board of Education by August, 2017.

An online program focused on eliminating bias and holding high expectations for all students will be made available to educators by May, 2017.
Conduct a survey of existing program placement by May, 2016.
Implement a strategic plan for program placement by September, 2016.
Publicly recognize highly impacted/high achieving schools by 2016.

Strategy to address variability (Gap 4)
Strategy: Local data analysis and goal setting Variability within districts leads to inequities within systems at a local level. Initial forays into data analysis conducted as part of the preparation for this plan have shown that LEAs are interested in further analysis and support in reducing inequities within their districts and schools
Local Data Analysis and Goal Setting Critical Root Causes
LEAs near universities employ greater numbers of interns, have greater access to new teachers, and have higher turnover rates than LEAs in more stable locations.
Rural LEAs have limited access to highly qualified teachers and are perceived as less desirable.
Large districts have considerable variability within.
Local Data Analysis and Goal Setting Sub-strategies
Targeted Assistance USOE will target approximately five LEAs for focused data analysis, root-cause analysis and local planning to reduce inequities within systems, and will work with community stakeholders including parents, representatives from minority associations, teachers' associations to create and implement plans at a local level.
Legislative Support USOE will work with the legislature to develop a pilot program directed at providing incentives to attract and retain teachers in hard to staff schools. Incentives may include scholarships for pre-service education, bringing colleges into rural areas using technology, or increasing benefits such as retirement or housing stipends.
Teacher Evaluation for Improved Instruction USOE will partner with school districts to ensure Evaluation Systems are used to support teacher effectiveness as defined in the Utah Effective Teaching Standards (UETS) . Professional development for equity will be included in sessions where student learning outcomes (SLOs) are developed grounded in the latest research-based approaches for turning high poverty schools into high performing schools.
USOE will develop a mechanism to display equity data on the Utah Data Gateway .
Measures to Evaluate Progress
LEAs identified as having internal equity issues will have plans in place by May, 2016. Metrics will be included in those plans for evaluating success.
Legislation directed at providing incentives for teacher recruitment and retention will be introduced and passed in the 2016 Utah Legislative Session.
100% of supervisors evaluating teachers will be certified as raters by 2017.
A monitoring approach for the Utah Evaluation System will be fully in place by September 2018.
The Utah Data Gateway will include equity data by September, 2016.

Section 5: Ongoing Mentoring and Support

The Utah State Office of Education is committed to implementation of the Equitable Access to Excellent Teachers plan, including ongoing mentoring and support. It is our design that the plan will be used in conjunction with other efforts to produce a more cohesive system through collaboration and attention to similar goals. Specifically, Title I, Title II, and IDEA funds will be used to support teachers and leaders through professional development. A leadership specialist will be hired by Teaching & Learning to support and monitor the leadership piece of the plan. A team will be established to work with targeted LEAs where significant inequity is present to analyze data and develop plans that meet local needs. We will also forward significant research and results to stakeholders with LEAs.

Existing programs, including the Teacher Effectiveness and Evaluation Project, the State Systemic Improvement Plan, and Multiple Tiered Systems of Support will be leveraged to increase awareness of and provide structure for addressing issues around excellence in all classrooms. Some programs, including Teacher and Leadership Preparation and existing forms of professional development will be analyzed for future improvements. Additionally, state and local policy analysis may lead to the elimination of ineffective or damaging policies and programs.

The USOE Equitable Access to Excellent Teachers team will continue to meet semi-annually to monitor progress and make adjustments to the plan. Utah's data systems will be accessed to review changes in distributions as they become available and to begin to analyze effectiveness data along with measures that were used to create this plan in advance of that availability. By involving all sections at USOE, there is greater confidence that the plan will result in improved access for all students.

As detailed in Section 4, for each strategy we have a plan to assess implementation success. Data collection will be conducted as new measures emerge and will be used for further plan refinement. Additionally, stakeholders will continue to play a role in providing information to USOE regarding plan implementation and the effectiveness of local efforts.

Local Education Agencies will bear the primary burden for assuring equitable access within their boundaries. Data analysis to date suggests that internal inequity is a more significant problem than is visible from a statewide view. USOE will assist in data collection and analysis and providing targeted supports to increase excellence across the state.

On approval from the Department of Education, the Utah Plan to Ensure Equitable Access to Excellent Teachers will be made public via press announcements, Facebook posts, and Twitter. As the efforts succeed, additional press releases will be made to announce progress or solicit additional input. In particular, attention will be made to publicizing the work of the local education agencies in increasing access to highly qualified and experienced educators for all

students in the state. Additionally, USOE will display equity data on the [Utah Data Gateway](#) where the public will be able to access and monitor progress as listed in our strategies.

Conclusion

Utah's Plan to Ensure Equitable Access to Excellent Teachers details our approach to achieving our objective of improving access to excellent educators for all students. This plan is based on analysis of data and stakeholder input based on a theory of action which states,

If a comprehensive and coherent plan for increasing excellence in every classroom is a collaborative effort of the Utah State Office of Education and Local Education Agencies

And if that plan addresses key areas of culture, leadership, teaching, and policy in Utah schools

Then teacher effectiveness will be enhanced so that all students will have equitable access to excellent teaching and learning resulting in higher levels of college- and career-readiness for all students.

Our data analysis and conversations with focus groups led us to four key root causes and four key strategies.

Root causes:

1. Inexperience in Charter Schools
2. Underqualified teachers in Charter Schools
3. Underqualified teachers in Rural Schools
4. Variability at the local level

Key strategies:

1. Teacher preparation and professional learning
2. Leadership enhancement
3. Attention to cultural factors
4. Local data analysis and goal setting

These strategies will be pursued and monitored over the next three years, at which point the plan will be reassessed and revised as needed to continue ensuring excellence at every level and in every community.

Timeline

Major Activities	Parties Involved	Organizer	Resources Needed	Time Frame	
				Start	Frequency
Teacher Preparation Improvements USOE will conduct an analysis of existing policy regarding teacher preparation, including policies regarding admissions and required coursework, including an examination of routes to endorsements and licensure. This analysis may result in policy changes that will support greater depth in preparation and provide flexibility where needed to attract and prepare highly effective teachers in all locations.					
Review of R277-502, R277-503, R277-504	Board of Education Licensing Utah Council of Education Deans (UCED) UTEAAC	Travis Rawlings	None	Fall 2015.	Once formally, ongoing monitoring.
Review of existing teacher incentive programs (i.e. Teacher Salary Supplement Program).	Board of Education State Legislature LEA Superintendents Teaching & Learning (USOE)	Travis Rawlings	None for review, funding if changes are proposed.	Fall 2015.	Once.
Consider rule and policy changes as determined after review.	Board of Education Teaching & Learning (USOE)	Diana Suddreth		Winter 2015/16.	Annually and as needed.
Universities will analyze individual programs to increase rigor and address equity issues.	University Teacher Education Programs	Utah Council of Education		8/15	Complete analysis by 9/16.

Major Activities	Parties Involved	Organizer	Resources Needed	Time Frame	
				Start	Frequency
		Deans (UCED)			
Professional Development Improvements USOE will conduct an analysis of professional learning opportunities state-wide and will use this data to enhance professional development by developing online courses including those offered through the USOE Professional Learning Series (PLS). USOE will seek additional funding to support professional development that is targeted towards early-years of teaching, effective pedagogy, and content knowledge, including support for mentorship programs in early years of teaching.					
Survey of teachers' perceptions of the Utah Professional Learning Standards-administration.	Jeannie Rowland Learning Forward	Jeannie Rowland	Funding for survey administration.	5/15	Complete by 6/15.
Survey of Utah Professional Learning Standards-data analysis	Jeannie Rowland Learning Forward	Jeannie Rowland	Survey completion.	12/15	Complete by 1/15.
Develop online courses in content areas for Professional Learning Series.	Teaching & Learning Staff	Jennifer Throndsen	Funding for development and implementation.	6/15	Yearly development and periodic delivery.
Seek funding for professional development targeted towards early-years of teaching.	Teacher Effectiveness Team Superintendency Legislature	Linda Alder Sydnee Dickson		6/15	Yearly during January-March.
Seek funding for professional development targeted towards effective pedagogy and content knowledge.	Teaching & Learning Staff Superintendency Legislature	Diana Suddreth Sydnee Dickson		6/15	Yearly during January-March
Seek funding for mentorship programs.	Teaching & Learning Staff Superintendency Legislature	Diana Suddreth Sydnee Dickson		6/15	Yearly during January-March.
State Systemic Improvement Plan to Increase Student Achievement in Middle School Mathematics USOE will improve teaching in all classrooms through the implementation of Utah's State Systemic Improvement Plan (SSIP) , including goals to increase teacher					

Major Activities	Parties Involved	Organizer	Resources Needed	Time Frame	
				Start	Frequency
knowledge of content and effective instruction in mathematics, expectations and beliefs about the abilities of students with disabilities, and implementing a Multi-Tiered System of Supports (MTSS) in secondary settings.					
Implementation of Utah's State Systemic Improvement Plan (SSIP) .	USOE staff MTSS group	Glenna Gallo	Funding	2015	Yearly analysis through 2020
Effective Use of Evaluation Systems USOE will work with principals to ensure effective use of evaluation systems to support teacher growth in excellence, both by certifying teacher observation raters, and by providing professional development on supporting teachers which includes the research-based strategies for creating school wide professional learning communities.					
Certification of teacher observation raters.	Teacher Effectiveness Team Principals Other raters	Linda Alder	Funding	2015	Semi-annually
Professional Development for Principals.	Teaching & Learning Section Leadership Specialist	Leadership Specialist	Funding	Upon hiring of Leadership Specialist.	Ongoing
Administrative Licensure Improvements USOE will conduct an analysis of leadership preparation programs, including programs that lead to a career continuum for teachers and will consider revisions to better support appropriate recruitment and preparation in administrative licensure programs and research-based strategies for developing distributive leadership to support the creation of school wide collaborative learning communities, with one anticipated outcome of the development of an alternate route towards licensure.					
Survey of leadership preparation programs.	USOE UCEL UCED UTEAAC	Leadership Specialist	Leadership Specialist	Upon hiring of Leadership Specialist.	Complete by December, 2015.
Revision of administrative licensure program.	Diana Suddreth Travis Rawlings	Diana Suddreth		6/15	Quarterly check-in with UCEL until resolved.
Proposed revisions for R277-505.	Board of Education UCEL	Travis Rawlings	None	Summer 2015	Once; ongoing monitoring.

Major Activities	Parties Involved	Organizer	Resources Needed	Time Frame	
				Start	Frequency
	UCED UTEAAC; Teaching & Learning(USOE)				
Leadership Specialist USOE will hire a Leadership Specialist in Teaching & Learning with job responsibilities including the revision and analysis of the Utah Educational Leadership Standards to include aspects of leadership for equity and excellence and for greater alignment with the refreshed Interstate School Leaders Licensure Consortium (ISLLC) Standards and will use those revised standards for administrator support systems including administrator evaluation.					
Hire Leadership Specialist.	Linda Alder	Linda Alder	Funding for position.	ASAP	
Revise Utah Educational Leadership Standards.	Leadership Specialist Linda Alder	Leadership Specialist		Upon hire	Completed by September, 2016.
Principals' Academies USOE sections will align currently existing Principals' Academies to reduce duplication, align efforts, and design research-based learning opportunities for principals and administrative teams. Academies will be used to support principals in a culture of change and to equip them with the knowledge and skill necessary to promote and support excellence and equity in all classrooms by developing collaborative school cultures, including mindsets, dispositions, and practices.					
Meeting to align Principals' Academies and learning opportunities.	USOE Staff	Diana Suddreth		9/15	Complete alignment by 9/16.
Integrate equity into Principals' Academies.	USOE Staff with academy oversight	Each organizer will be responsible for his/her own area.		9/16	Ongoing
Professional Development for Talent Management USOE will create and deliver professional development specific to talent management that will be made available to Human Resources Directors and administrators.					
Create an online course for HR Directors focused on talent management.	Licensing Team	Travis Rawlings		9/15	Complete by 5/16.

Major Activities	Parties Involved	Organizer	Resources Needed	Time Frame	
				Start	Frequency
		Diana Suddreth			
Teacher recruitment and retention USOE will seek state funding and leverage existing state and federal programs to support teacher recruitment efforts, including student loan forgiveness as a recruiting and retention tool.					
Approach legislators regarding potential legislation targeted towards teacher recruitment.	Superintendency Legislators.	Sydnee Dickson		9/15	
Enhancing cultural competence USOE will require enhanced cultural competencies in preparation programs and in professional learning experiences for teachers.					
Survey existing programs for cultural competence used in preparation programs.	Diana Suddreth Utah Council of Education Deans	Diana Suddreth		9/15	Monthly
Consider rule-changes requiring cultural competence components in preparation programs for Utah Teachers.	Diana Suddreth Travis Rawlings Board of Education	Travis Rawlings		9/16	Rules in place by 9/17.
Enhancing cultural awareness and perception USOE will leverage recent research in the impact of cultural factors and perceptions on the classroom and will develop a program to raise awareness of biases and increase expectations for all students.					
Review research on the impact of cultural factors and perceptions on the classroom.	Teaching and Learning	Diana Suddreth	Research	4/2016	Weekly
Develop a program to raise awareness of biases and increase expectations for all students.	USOE sections	Diana Suddreth		Spring 2016	
State Systemic Improvement Plan to Increase Student Achievement in Middle School Mathematics USOE will increase expectations through the implementation of Utah's State Systemic Improvement Plan (SSIP) , paying particular attention to raising expectations in middle school mathematics for all students, including those with disabilities and those from poverty settings.					
See above.					
Program placement and resource support USOE will work with LEAs to place desirable programs and equipment in under-resourced schools as a means to attract teachers to rural areas and those impacted by poverty.					

Major Activities	Parties Involved	Organizer	Resources Needed	Time Frame	
				Start	Frequency
Conduct a survey of program and resource placement in targeted LEAs.	Individual content and program specialists	Superintendency		1/16	Complete by 5/16
Create a plan to ensure that programs and resources are placed in under-resourced students to attract teachers.	USOE Staff	Superintendency		4/16	
Perceptions Campaign USOE will work with LEAs to highlight highly impacted schools that are outperforming others to debunk myths around which students can learn.					
Identify highly impacted/high achieving schools.	USOE Staff	Aaron Brough		10/16	Yearly
Create a program to recognize highly impacted/high achieving schools.	USOE Staff	Mark Peterson		10/16	Monthly meetings leading towards a yearly designation.
Targeted Assistance USOE will target approximately five LEAs for focused data analysis, root-cause analysis and local planning to reduce inequities within systems, and will work with community stakeholders including parents, representatives from minority associations, teachers' associations to create and implement plans at a local level.					
Identify LEAs with most significant internal equity issues.	Teaching & Learning	Travis Rawlings Diana Suddreth	Kristin Campbell	6/15	Completed by 7/15.
Conduct LEA data meetings with identified LEAs.	Teaching & Learning	Diana Suddreth	Data	9/15	Completed by 12/15.
Provide technical assistance as LEAs develop and implement plans to reduce inequities within their system.	USOE	Diana Suddreth		9/15	As needed.
Legislative Support USOE will work with the legislature to develop a pilot program directed at providing incentives to attract and retain teachers in hard to staff schools. Incentives may include scholarships for pre-service education, bringing colleges into rural areas using technology, or increasing benefits such as retirement or housing stipends.					

Major Activities	Parties Involved	Organizer	Resources Needed	Time Frame	
				Start	Frequency
Identify a legislator interested in teacher recruitment and retention who is willing to carry legislation in 2016.	Superintendency	Sydnee Dickson		7/15	Completed by 12/15.
Develop legislation with identified legislator.	Superintendency	Sydnee Dickson		Summer, 2015	Completed by 1/16.
Teacher Evaluation for Improved Instruction USOE will partner with school districts to ensure Evaluation Systems are used to support teacher effectiveness as defined in the Utah Effective Teaching Standards (UETS) . Professional development for equity will be included in workshops where student learning outcomes (SLOs) are developed grounded in the latest research-based approaches for turning high poverty schools into high performing schools.					
Professional development for student learning outcomes will be enhanced with information regarding teacher quality and equity, including research-based approaches for turning high poverty schools into high performing schools.	Teacher Effectiveness Team Title I Leadership	Linda Alder	Research on successful research-based programs for supporting high poverty schools. Time for collaboration with Title I staff members.	7/15	Ongoing part of SLO professional development for teachers and leaders.
Conduct rater certification training.	Teacher Effectiveness Team Collaboration with trained district professional developers.	Linda Alder	Additional support from Teaching and Learning Solutions. Development support for ongoing online rater re-certification.	6/15	Multiple opportunities in each district/region of the state during the 2015-16 school year. Online re-certification beginning 2016.

Major Activities	Parties Involved	Organizer	Resources Needed	Time Frame	
				Start	Frequency
Monitor the Utah Evaluation System to ensure attention to teacher effectiveness as defined in the UETS.	Teacher Effectiveness Team PEER Committee	Linda Alder	Staff to assist with data analysis. Access to CACTUS and district data to monitor the components of the system and their relationships. State Board rule to require monitoring and the submission of district data.	9/15	Annually
USOE will develop a mechanism to display equity data on the Utah Data Gateway .	Data and Statistics Team Teaching & Learning	Aaron Brough		9/15	
Design a format for displaying equity data on the Utah Data Gateway.	Data and Statistics Team	Aaron Brough		9/16	Completed by 5/17.
Upload equity data into the Utah Data Gateway.	Data and Statistics Team	Aaron Brough		Fall 2017	Yearly

Appendix A: Stakeholder Groups

USOE Team

Aaron Brough	Coordinator, Data and Statistics
Kristin Campbell	Research Consultant
Sydnee Dickson	Deputy Superintendent
Kurt Farnsworth	Coordinator, Assessment Development
Glenna Gallo	Director, Special Education
Thalea Longhurst	Director, Career and Technical Education
Susan Loving	Transition Specialist, Special Education
Judy Park	Associate Superintendent
Mark Peterson	Director, Public Relations
Travis Rawlings	Licensing Coordinator
JoEllen Shaeffer	Director, Assessment
Brad Smith	Superintendent
Diana Suddreth	Director, Teaching and Learning
Ann White	Director, Federal Programs

Teaching and Learning Staff

Curriculum Directors

Human Resource Directors

Utah Superintendents

Utah Council of Education Deans

Utah Consortium for Education Leadership

Charter School Leaders

Coalition of Minorities Advisory Council

Appendix B: Webinar

Moving Toward Equity: Utah's Equity Plan

January 15, 2015 Data Review

Diana Suddreth, Director Teaching and Learning
Travis Rawlings, Licensing Coordinator

Agenda

- Today's Purpose
- Background and Research
- Overview of Excellent Educators for All Initiative
- Utah's Data
- Your Data
- Feedback
- Next Steps

Today's Purpose

- To engage stakeholders in examining state and LEA data for the purpose of writing a state Equity Plan
- Receive background information and gain an understanding of why Utah is writing an Equity Plan
- Examine local and state data and analyze patterns and deviations
- Offer ideas, insights, and perspectives
- Improve student access to highly qualified educators regardless of what school they attend

Findings from Research on Equitable Access

The following student groups are less likely to have access to great teachers and school leaders according to virtually every metric available:

- § Students of color
- § Students from low-income families
- § Rural students
- § Students with disabilities
- § Students with limited English proficiency
- § Students in need of academic remediation

Source: Institute of Education Sciences, data from the U.S. Department of Education's Office for Civil Rights

Historical Background

- The 2002 reauthorization of the Elementary and Secondary Education Act, known as No Child Left Behind, called for all students to be taught by highly qualified teachers by 2006.
- States also were required to create plans to ensure that students from low-income families and students of color are not taught at higher rates than other students by underqualified, inexperienced, or out-of-field teachers.

Utah's 2006 Plan

Utah's plan for ensuring high quality instruction in all classrooms will employ two central strategies:

- 1) continued progress in all Utah schools to the 100 percent HQA standard; and
- 2) careful and thorough data collection that monitors the distribution of teachers to ensure that Utah's poor and minority students are not being taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

Department of Education Excellent Educators for All Initiative

- All states are required to submit equitable access plans by June 2015 that describe the steps that the state will take to ensure that all students have equitable access to excellent teachers.

Plans to Ensure Equitable Access to Excellent Educators must include

- Analysis of state data
- Consideration of root causes of equity gaps
- Engagement of teachers, principals, districts, parents, and community organizations

State Education Agencies



Shared Vision for Equity



Equitable Access Plan Development



Actionable Steps



Successful Plan Implementation

Data Analysis

- Is there a problem?
 - It depends on how you define problem...
 - Varying levels of concern
 - Who do we focus on?
- Data Review
 - Impartial
 - State Review vs. LEA review
 - Ongoing
 - Flexible – Add new data

Data Definitions

- Included in the file
- Used 2013-14 Year-end Database
- How to access the file
 - District offices

Data Definitions

- Percentage of total teacher FTE
 - Educator Categories:
 - § Regular Classroom Teacher
 - § Special Education Teacher
 - Small N sizes
- Experience
 - % in their first year of teaching
 - § Interns years are considered first year of teaching
 - § Out-of-state experience entered in CACTUS were included
 - § Year with any level of FTE considered a year of experience
 - % in the first 3 years of teaching
 - § Same as above

Data Definitions

- Qualified in Field
 - % Qualified in field
 - Standard Licensure/Qualification
 - Earning Standard licensure through ARL (in field)
 - % Earning credential in field
 - Qualified by SAEP
 - % Qualified by Restricted Credential
 - Qualified by LEA-specific licensure
 - Qualified by restricted endorsement (NESS)
 - % Not in field
 - Not state qualified
 - Qualified by Letter of Authorization

State Level Data – Total and Title I

	WEIGHTED FTE	1ST Year Teaching (%)	Less than 3 years teaching (%)	Qualified in Field (%)	SAEP Qualified (%)	Restricted License (%)	Non Qualified (%)
State Total	26928.1605	8.4%	21.8%	94.2%	0.6	0.4%	4.8
Charter Schools	2494.87473	17.0%	42.5%	86.7%	0.9	1.6%	10.8
Districts	24433.2858	7.5%	19.6%	95.0%	0.5	0.3%	4.2
Not Title I	19385.7291	7.4%	19.4%	94.5%	0.6	0.4%	4.5
Title I	5422.81016	9.4%	24.9%	95.1%	0.4	0.2%	4.4
Targeted Title I	1874.91598	15.7%	37.8%	89.3%	0.8	1.1%	8.9

State Level Data – School Type

	WEIGHTED FTE	1ST Year Teaching (%)	Less than 3 years teaching (%)	Qualified in Field (%)	SAEP Qualified (%)	Restricted License (%)	Non Qualified (%)
ELEM	14581.9196	8.8%	23.1%	95.9%	0.1	0.3	3.7%
JRHI	4181.27512	8.1%	21.4%	93.3%	1.0	0.1	5.6%
MDINT	1161.93538	6.9%	17.9%	92.4%	1.1	0.8	5.8%
SPELM	141.19945	11.8%	27.8%	88.1%	0.4	0.0	11.4%
SPSEC	329.82935	8.4%	23.0%	88.8%	0.9	0.2	10.5%
SRHI	6287.29632	7.9%	19.6%	91.7%	1.2	1.0	6.2%
DISTRICT or	244.70528	6.5%	15.0%	91.7%	0.4	0.0	8.0%
Not NESS	25970.044	8.5%	21.9%	93.8%	0.5	0.3	4.7%
NESS	885.82454	5.7%	15.7%	87.8%	1.2	3.6	8.2%

Feedback

- What questions do you have about the data?
- What do you notice about how your data compares to state data?
- What are your first impressions regarding your LEAs data that may be outside the norm?
- What are we missing?

USOE Next Steps

- Convene a statewide group to examine root causes
- Convene stakeholders to set priorities and develop a plan of action
- Identify priority LEAs
- Engage stakeholders in implementation
- Engage stakeholders in measuring progress and adjusting

Your Next steps

- Convene local stakeholders to examine data and begin discussing root causes
- Identify current practices. What are you doing for schools with high numbers of inexperienced or unqualified teachers?
- Identify potential changes in practice.

Appendix C: Stakeholder Input Details

On February 12 the Director of Teaching and Learning met with the Utah Council of Education Deans (UCED) where the following were discussed as root causes of lack of excellence.

- Teacher evaluation will be an effective tool to identify inequities.
- Some root causes go beyond the scope of policies, such as general issues associated with poverty.
- Within class inequities in special education classrooms where paraeducators are frequently used for instruction.
- All Universities are all located on the Wasatch Front making access difficult for rural teachers
- Cultural and language differences can contribute to inequities. We need teachers who can communicate with the kids.
- Principals don't see the demographic changes in their own schools. They don't recognize the problem.
- All-day kindergarten is not required in Utah, leading to inequities in early childhood education access and abilities of teachers, especially in early-childhood settings where certification is not required.
- Unwillingness or inability to move teachers out of their comfort areas.

The Deans also shared some of their current efforts.

- Westminster College requires a student experience in Nicaragua for those in graduate program.
- Southern Utah University uses Focused Interest Groups (FIGS) to prepare students from rural areas for college and also get them ready to go back to teach in rural settings.
- Funds of Knowledge programs are used at the University of Utah, Utah Valley University, Brigham Young University, and Westminster College which focuses on understanding the role of culture (Foundations class). They require those components in lesson plans.
- Cross university partnerships have been developed to open more doors for students

Potential Solutions were considered

- Focus on cultural awareness and experiences
 - Expand the Funds of Knowledge Program
 - Use Gary Orfield (UCLA) and Norma Gonzales (Tucson) as resources.
 - Leverage partnership with WestEd to expand cultural awareness
 - Send pre-service teachers to different demographic areas for pre-service experiences
- Require early childhood licensure in public schools
- Recruit potential students from diverse populations
- Market teaching as a profession.

During the month of February, we further refined our data and created a one page display which could be used to drive conversations around equitable distribution of experienced teachers.

The second page of the document drew on data from specific schools to illustrate how individual school data could be used to illuminate inequities. By focusing on individual schools, we were also able to discuss the relationship between factors involving teacher quality and effectiveness and student achievement, something we would like to explore further as we implement our plan.

On March 2 the Teaching & Learning Specialists discussed the Excellence plan in their staff meeting.

They defined root causes:

- Teachers are moved by seniority to teach classes of their choice – which means they teach the upper level classes of those students that are successful (know how to do school well) and they teach the advance courses. The kids that don't know how to do school well and aren't successful end up with the least experienced teachers who also don't know how to do school well.
- Teacher beliefs in students and their abilities to achieve in general. Expectations of students are different based on these beliefs.
- Teachers move around to schools where there is a perception of high parental support.
- When teachers can move/transfer easily and they feel like they don't have the support from administration or high stake pressures teachers have (i.e. performance pay), it doesn't give teachers the incentives to persist where they are.
- Some of the schools that are most impacted and have a need for really great teachers are also some of the schools that are falling apart (the physical building). They are not the priority of the district. Other buildings are being rebuilt yet there are buildings that have mold and other problems that districts just don't make a priority. Teachers want to go to the newer schools. They are not incentivized to stay at the older buildings.
- Teachers are considered to be good teachers if they have an orderly classroom. If things are quiet and look productive they are judged as being productive. Teachers instructing students who can maintain that behavior are seen as higher achieving than those who behave differently. We know that has nothing to do with it, but it is still the way it is.
- What is the definition of effective? Not everyone is on the same page with the definition.
- "One size fits all" model of instruction does not meet the needs of some of our most at-risk populations.
- A major issue is the teacher preparation programs. By the time that they get to methods courses, the only thing they have been taught is being lectured at. Teachers are not being prepared for the 21st century.
- Difficult to find highly qualified teachers in rural areas and to provide ongoing opportunities for collaboration to improve practice.
- Elective courses/time is seen as intervention time for other courses.
- Retention – teachers don't stay.

Strategies in Place for Talent Development:

- Rater certification will be required for administrators evaluating teachers. The certification will raise the stakes for principals so they will have better understanding of the importance of quality teaching.
- A group of university leaders are working together to align their student teaching evaluations with the evaluations that are being used with practicing teachers to promote high quality preparation and seamless transition from preparation to employment.
- Getting teachers more involved in curriculum development; including creating their own textbooks – allows teachers to have a voice. Moving more in the direction of teachers being involved in the curriculum and knowing how to teach it well.
- Title IIA – they are looking at their data and their funds are being used better for bonuses for keeping certification current, recruiting and retaining highly qualified teachers into rural areas. They are really using the funds as they are intended.
- The integration model is a huge step forward but not nearly far enough. We need to help teachers connect the relevance between the different subject areas. We need to break down the silos.
- Teamwork, collaboration, and list-serves.

On March 9, 85 Charter School leaders added insight into non-equity drivers from their unique perspectives as non-traditional schools. Charter school directors pointed to problems in recruiting quality candidates based on misunderstandings of charter school purpose and policies. Because many charter schools are new, they are also more likely to have inexperienced staff and because they are small, they sometimes have difficulty staffing highly qualified teachers in every area. Like other stakeholder groups, they pointed to a need for incentives and acknowledged that there are more opportunities along the Wasatch Front than elsewhere.

On March 11, the Utah Council of Education Deans continued their conversation with additional data.

The focus of their discussion was on diversity, especially diversity of the teaching force.

Possible root causes discussed included:

- A lack of response to multiple reasons for lack of diversification in the teaching force, including family and social issues.
- Admissions policies that prevent students from entering teaching programs
 - GPA: Some students begin college in a major that is unsuited for them as demonstrated in their low GPA, which in turn prevents them from enrolling in the teacher preparation program.

- The Praxis entry requirement does not seem to be in the right place. Students do better after they've taken a few courses.
- Lack of public respect for education is inhibiting recruitment.

Potential solutions

- Dixie State University has a night when new grads come back to talk to their professors. Professors answer questions and provide support in a safe environment where no complaining is allowed.
- Financial support for underrepresented groups going through college.

On March 11, twelve members of the Wasatch Front Curriculum Directors examined data and continued the discussion began by other groups. At this meeting themes began to emerge. A great deal of the conversation centered on issues with perceptions. Teacher perceptions of students and of their working environments were both cited as critical root causes of teachers actually participating in the creation of equity gaps. Additionally, leadership and the increasing difficulty of attracting and retaining teachers were cited as critical areas of concern. The directors thought that perhaps attention to pre-service programs and the creation of leadership pathways might be potential solutions to these issues.

At this point in time the facilitation began to center more around exploring solutions than discussing causes. Data displaying identified inequities in LEAs was shared along with information regarding root causes that had been identified at previous meetings. These data and analysis shifted the conversations so that solutions could be considered.

On March 25, the statewide Curriculum Directors reviewed root causes identified in earlier meetings and began to focus on strategies to address those causes. Root causes were grouped into four categories 1)State and local policies, 2)Leadership, 3)Teaching, and 4) Culture. Suggested strategies included, but weren't limited to the following:

- Stipends for teachers in poverty schools.
- Higher base pay for teachers in high needs schools.
- Use student loan forgiveness as recruiting tool and enhancing forgiveness to retain.
- Be more intentional with mentoring programs.
- Support with time and compensation for coaching for Early Years Enhancement (EYE) teachers. Co-teaching.
- Implement on a larger scale the immersion cohort model of teacher prep. Teaching full time while also taking classes in the afternoons, weekends, and summer. Teachers pay into school system to compensate mentors.
- Raise the number of years required before you can go into leadership. 8-10 years. Require experience in more than one school before moving to a leadership position.
- Professional Learning Communities (PLCs) for principals.
- Create safe environments

- Work with principals to develop their capacity for hiring practices and their ability to develop new teachers.
- Highlight highly impacted schools that are outperforming others to debunk the myths around which kids can learn.
- Additional resources for observation and feedback in impacted schools.
- Provide vision for every child to college and career.
- High quality instruction (not just drill and kill) in highly impacted schools.
- End policies that prohibit addressing cultural factors
- Establishing conditions to attract and retain excellent teachers.
- Mentoring programs for assimilation and retention.
- Don't just increase effectiveness of the teacher, increase effectiveness of the team
- Don't forget self-regulation, self-efficacy and other factors that are student focused. Attend to metacognitive structures. Those should also be nurtured in teachers and be part of teacher preparation.

On March 27, District Superintendents posed the following strategies in the following areas:
Cultural

- Find funding to grow teachers locally
 - Pay for education – incentivize
 - Bring college to students to help them stay in communities
 - Eliminate tier 2 with retirement to retain experienced teachers in schools where it is hard to retain teachers
- Provide additional resources for teachers and students in high needs schools (beyond resources for traditional students).
 - Funding augments community needs
 - Focus efforts on early childhood including all day K and pre-school

Preparation and Access

- Flexibility needed for teachers teaching multiple preps; especially in rural and small settings
- Online programs a better fit at times
 - Utah pre-service programs need to provide coursework through online and EdNet (SUU and USU currently doing this)
 - Revisit licensure qualifications for 6th grade teachers in secondary systems (providing flexibility for those with K-6 licensure.

Teaching and Leadership

- Beginning teachers often in primary grades
 - Provide additional mentoring services
- Provide systemic continuum of career opportunities for teachers
- Ensure all educators have weekly built in collaboration time
 - Response to Intervention (RTI)-Utah Multi-Tiered System of Supports (UMTSS)
 - Principals monitor teams with expectations and accountability
- Work with principals to ensure competency in providing effective feedback to teachers both at pre-service and in-service settings

- Improve Pre-service Preparation programs
 - Some using teaching methods that may no longer be effective
 - Create vision that matches realities of schools

Policy

- Recognizing quality of years vs. just quantity
- How do we define effectiveness in a broader sense?

On April 3, the Human Resource Directors revisited the data one more time and offered the following:

- New teachers clustered in Title I schools should be supported by additional support of quality leaders.
- Increased pay or differential pay in hard to staff places
- Support and use of interns
- More early childhood—less burden on schools



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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: R277-444 *Distribution of Funds to Arts and Science Organizations*
(Continuation and Repeal/Reenact)

Background:

1. R277-444 is due for its five-year review and continuation consistent with the Utah Administrative Rulemaking Act. The rule must be approved for continuation by the Board or it will expire on September 24, 2015. Staff have reviewed R277-444 and determined that the rule continues to be necessary.
2. R277-444 is repealed/reenacted to provide clarification on the RFP process for new organizations and reapplication process for existing organizations, and to make numerous technical changes and corrections throughout the rule.

Key Points:

1. R277-444 continues to be necessary because it provides criteria for the distribution of funds to arts and science organizations to provide opportunities to students.
2. The changes to R277-444 provide additional details to inform USOE staff about policies and procedures related to the RFP process, reapplication, reporting, and budget, and provide numerous technical changes.

Anticipated Action:

1. It is proposed that the Standards and Assessment Committee consider approving R277-444 for continuation on first reading and, if approved by the Committee, the Board consider approving R277-444 for continuation on second reading.
2. It is proposed that the Standards and Assessment Committee consider approving R277-444, as repealed and reenacted, on first reading and, if approved by the Committee, the Board consider approving R277-444, as repealed and reenacted, on second reading.

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R277. Education, Administration.

~~[R277-444. Distribution of Funds to Arts and Science Organizations.~~

~~R277-444-1. Definitions.~~

~~A. "Arts organization (organization)" means a non-profit professional artistic organization that provides artistic (dance, music, drama, art) services, performances or instruction to the Utah community.~~

~~B. "Arts and science subsidy program" means groups that have participated in the RFP program and have been determined by the Board to be providing valuable services in the schools. They do not qualify as professional outreach programs.~~

~~C. "Board" means the Utah State Board of Education.~~

~~D. "Cost effectiveness" means maximization of the educational potential of the resources available through the professional organization, not using POPS funding for costs that would be expended necessarily for the maintenance and operation of the organization.~~

~~E. "Educational soundness" means that learning activities or programs:~~

~~(1) are designed for the community and grade level being served, including suggested preparatory activities and Core-relevant follow-up activities;~~

~~(2) feature literal interaction of students and teachers with professional artists and scientists;~~

~~(3) focus on those specific Life Skills and Arts or Science Core Curricula concepts and skills; and~~

~~(4) show continuous improvement of services guided by analysis of evaluative tools.~~

~~F. "Hands-on activities" means activities that include active involvement of students with presenters, ideally with materials provided by the organization.~~

~~G. "Non-profit organization" means an organization no part of the income of which, is distributable to its members, directors or officers; a corporation organized for other than profit-making purposes.~~

~~H. "Professional excellence" means the organization:~~

~~(1) has been juried or reviewed, based on criteria for artistic or scientific excellence, by a panel of recognized and qualified critics in the appropriate discipline;~~

~~(2) has received recognitions of excellence through an award, a prize, a grant, a commission, an invitation to participate in a recognized series of presentations in a well-known venue; and~~

~~(3) includes a recognized and qualified professional in the appropriate field who has created an artistic or scientific project or composition specifically for the organization to present; or~~

~~(4) any combination of criteria.~~

~~I. "Professional outreach programs (POPS) in the schools" means those established arts and science organizations which received line item funding directly from the Utah State Legislature~~

~~prior to 2004. These organizations have demonstrated the capacity to mobilize programmatic resources and focus them systematically in improving teaching and learning in schools statewide.~~

~~G. "Request for proposal (RFP)" means a competitive application process used to identify programs that best meet requirements established by the Board.~~

~~H. "RFP program" means arts and science organizations that receive one-time funding through application to the USOE.~~

~~I. "School visits" means performances, lecture demonstrations/presentations, in-depth instructional workshops, residencies, side-by-side mentoring, and exhibit tours by professional arts and science groups in the community.~~

~~J. "Science organization (organization)" means a non-profit professional science organization that provides science-related services, performances or instruction to the Utah community.~~

~~K. "State Core Curriculum" means those standards of learning that are essential for all Utah students, as well as the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built, as established by the Board.~~

~~L. "USOE" means the Utah State Office of Education.~~

~~R277-444-2. Authority and Purpose.~~

~~A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of the public school system under the Board and by Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.~~

~~B. The purpose of the arts and science program is to provide opportunities for students to develop and use the knowledge, skills, and appreciation defined in the arts and science Core curricula through in-depth school instructional services, performances or presentations in school and theatres, or arts or science museum tours.~~

~~C. This rule also provides criteria for the distribution of funds appropriated by the Utah Legislature for this program.~~

~~R277-444-3. Criteria for Eligibility, Applications, and Funding for POPS Organizations.~~

~~A. Established professional outreach program in the schools (POPS) organizations shall be eligible for funding under the POPS program applications and funding criteria and not eligible to apply for the RFP or arts and science subsidy programs.~~

~~B. Documentation of an organization's non-profit status, shall be provided in the annual evaluation report described in R277-444-6.~~

~~C. Every four years, beginning in July 1998, all POPS organizations shall reapply to the USOE to reestablish their continuation and amount of funding. Re-application materials shall be provided by the USOE.~~

~~D. When there are changes in the program funding from the~~

~~Utah State Legislature, allocations shall be at the discretion of the Board.~~

~~E. Funds shall be distributed annually beginning in August.~~

~~R277-444-4. Criteria for Eligibility, Applications, and Funding for RFP Organizations.~~

~~A. Non-profit professional arts and science organizations that have existed for at least three years prior to application with a track record of proven fiscal responsibility, of demonstrated excellence in their discipline, and with the ability to share their discipline creatively and effectively in educational settings shall be eligible to apply for RFP funding.~~

~~B. Documentation of an organization's non-profit status, professional excellence or educational soundness may be required by the USOE prior to receipt of application from these organizations.~~

~~C. RFP organizations that can demonstrate successful participation in the RFP Program for three years, have an education staff, and the capacity to reach out statewide may apply to the Board to become a POPS organization.~~

~~D. Organizations funded through an RFP process shall submit annual applications to the USOE. Applications shall be provided by the USOE.~~

~~E. The designated USOE specialist(s) shall make final funding recommendations following a review of applications by designated community representatives to the Board by August 31 of the school year in which the money is available.~~

~~F. Application for eligible organizations to become a POPS organization is possible every year through the following process:~~

~~(1) Organizations submit a letter of intent and a master plan for servicing the schools to the designated USOE specialist(s) by the first day of October to determine eligibility and accordingly respond with an invitation to meet and complete the application and evaluation process required of all established POPS and arts and science subsidy organizations in their re-application procedure every four years.~~

~~(2) The completed application, original letter of intent, and recommendations based on the evaluation are submitted to the Board through the designated USOE specialist(s) by June 1.~~

~~(3) The Board or designee meets with the designated USOE specialist(s) to determine whether or not to approve the applicant as a candidate to become a POPS organization.~~

~~(4) The Board shall request new money for a new POPS organization from the Utah State Legislature if the application is approved, prior to providing funds to the newly approved organization.~~

~~(5) The same procedure would be followed for organizations desiring to apply to be arts and science subsidy organizations, and to re-apply to establish their funding level and standing as an arts and science subsidy group.~~

~~(6) Arts and science organizations meeting the arts and~~

~~science subsidy criteria may apply for the arts and science subsidy program, but may not apply for RFP funding.~~

~~G. When there are changes in the program funding from the Utah State Legislature, allocations shall be at the discretion of the Board.~~

~~H. Funds shall be distributed annually beginning in August.~~

~~R277-444-5. Process for Continued Funding of Arts and Science Subsidy Program Organizations.~~

~~A. Scientists, artists, or entities hired or sponsored for services in the schools, directly or indirectly through coordinating organizations, shall be subject to the same review and approval for funding process.~~

~~B. Every four years, beginning in 2010, all arts and science subsidy program organizations shall reapply to the USOE to reestablish the continuation and amount of funding. Re-application materials shall be provided by the USOE.~~

~~C. When there are changes in the program funding from the Utah State Legislature, annual allocations shall be at the discretion of the Board.~~

~~D. Funds shall be distributed annually beginning in August.~~

~~R277-444-6. Criteria for Evaluation and Accountability of Funding.~~

~~A. Arts and science organizations qualifying for POPS or RFP funding may not charge schools for services funded under those programs.~~

~~B. Organizations may be visited by USOE staff prior to funding or at school presentations during the funding cycle to evaluate the effectiveness and preparation of the organization.~~

~~C. Organizations that receive arts and science funding shall submit annual evaluation reports to the USOE by July 1.~~

~~D. The year-end report shall include:~~

~~(1) a budget expenditure report and income source report using a form provided by the USOE, including a report and accounting of fees charged, if any, to recipient schools, districts, or organizations; and~~

~~(2) record of the dates and places of all services rendered, the number of instruction and performance hours per district, school, and classroom service, as applicable, with the number of students and teachers served, including:~~

~~(a) documentation that all school districts and schools have been offered opportunities for participation with all organizations over a three year period consistent with the arts and science organizations' plans and to the extent possible; and~~

~~(b) documentation of collaboration with the USOE and school communities in planning visit preparation/follow up and content that focuses on the state Core curriculum; and~~

~~(c) arts or science and their contribution(s) to students' development of life skills; and~~

~~(3) a brief description of services provided by the~~

~~organizations through the fine arts and science POPS, RFP, or arts and science subsidy programs, and if requested, copies of any and all materials developed; and~~

~~— (4) a summary of organization's evaluation of:~~

~~— (a) cost-effectiveness;~~

~~— (b) procedural efficiency;~~

~~— (c) collaborative practices;~~

~~— (d) educational soundness;~~

~~— (e) professional excellence; and~~

~~— (f) the resultant goals, plans, or both, for continued evaluation and improvement.~~

~~E. The USOE may require additional evaluation or audit procedures from organizations to demonstrate use of funds consistent with the law and this rule.~~

~~F. Funding and levels of funding to POPS, RFP, and arts and science subsidy programs are continued at the discretion of the Board based on review of information collected in year-end reports.~~

~~R277-444-7. Variations or Waivers.~~

~~A. No deviations from the approved and funded arts or science proposals shall be permitted without prior approval from the designated USOE specialist(s) or designee.~~

~~B. The USOE may require requests for variations to be submitted in writing.~~

~~C. The nature and justification for any deviation or variation from the approved proposal shall be reported in the year-end report.~~

~~D. Any variation shall be consistent with law and the purposes of this rule.]~~

1 **R277. Education, Administration.**

2 **R277-444. Distribution of Money to Arts and Science**
3 **Organizations.**

4 **R277-444-1. Authority and Purpose.**

5 (1) This rule is authorized by:

6 (a) Utah Constitution Article X, Section 3, which vests
7 general control and supervision of the public school system
8 under the Board;

9 (b) Subsection 53A-1-401(3), which allows the Board to
10 adopt rules in accordance with its responsibilities; and

11 (c) Section 53A-1-402, which directs the Board to
12 establish rules and standards for the public schools,
13 including curriculum and instruction requirements.

14 (2) The purpose of this rule is to provide criteria for
15 the distribution of money appropriated by the state to an art
16 or science organization that:

17 (a) provides an educational service to a student or
18 teacher; and

19 (b) facilitates a student developing and using the
20 knowledge, skills, and appreciation defined in the arts or
21 science core standards.

22 **R277-444-2. Definitions.**

23 (1) "Arts organization" means a professional artistic
24 organization that provides an educational service related to
25 dance, music, drama, art, visual art, or media art in the
26 state.

27 (2) "Core standards" means the standards:

28 (a) established by the Board in Rule R277-700 as required
29 by Section 53A-1-402; and

30 (b) that define the knowledge and skills a student should
31 have in kindergarten through grade 12 to enable a student to
32 be prepared for college or workforce training.

33 (3) "Cost effectiveness" means:

34 (a) maximization of the educational potential of the
35 resources available through the organization; and

36 (b) not using money received through a program for the
37 necessary maintenance and operational costs of the
38 organization.

39 (4) "Educational service" means an in-depth instructional
40 workshop, demonstration, presentation, performance, residency,
41 tour, exhibit, teacher professional development, side-by-side
42 mentoring, or hands-on activity that:

43 (a) relates to the arts or science core standards; and

44 (b) takes place in a public school, charter school,
45 professional venue, or a facility.

46 (5) "Educational soundness" means an educational service
47 that:

48 (a) is designed for the community and grade level being
49 served, including a suggested preparatory activity and a
50 follow-activity that is relevant to the core standards;

51 (b) features literal interaction of a student or teacher
52 with an artist or scientist;

53 (c) focuses on specific core standards; and

54 (d) shows continuous improvement guided by analysis of
55 evaluative tools.

56 (6) "Hands-on activity" means an activity that includes
57 active involvement of a student with a artist or scientist,
58 ideally with material provided by the organization.

59 (7) "Informal Science Education Enhancement program" or
60 "iSEE program" means an operating program described in Section
61 R277-444-6 for which a science organization may apply to
62 receive money appropriate by the state.

63 (8) "Organization" means:

64 (a) a corporation:

65 (i) organized for other than a profit-making purpose; and

66 (ii) no part of the income of which is distributable to
67 a member, director, or officer; and

68 (b) (i) an arts organization; or
69 (ii) a science organization.
70 (9) "Professional excellence" means the organization:
71 (a) has been juried or reviewed, based on criteria for
72 artistic or scientific excellence, by a panel of recognized
73 and qualified critics in the appropriate discipline;
74 (b) has received a recognition of excellence through an
75 award, a prize, a grant, a commission, or an invitation to
76 participate in a recognized series of presentations in a
77 well-known venue;
78 (c) includes a recognized and qualified professional in
79 the appropriate discipline who has created an artistic or
80 scientific project or composition specifically for the
81 organization to present; or
82 (d) any combination of criteria described in Subsections
83 (9) (a) through (c).
84 (10) "Professional outreach programs in the schools" or
85 "POPS program" means an operating program described in Section
86 R277-444-6 for which an arts organization may apply to receive
87 money appropriate by the state.
88 (11) (a) "Program" means the system through which the
89 Board grants money appropriated by the state to an art
90 organization or a science organization to enable the
91 organization to provide its expertise and resources through an
92 educational service in the teaching of the core standards.
93 (b) "Program" includes:
94 (i) the RFP program;
95 (ii) the POPS program;
96 (iii) the iSEE program;
97 (iv) the Science Enhancement program;
98 (v) the Integrated Student and New Facility Learning
99 program; and
100 (vi) the Subsidy program.
101 (12) "Request for proposal" or "RFP" means a competitive

102 application process used to identify an organization that best
103 meets the purposes of this rule.

104 (13) "Science organization" means a professional science
105 organization that provides a science-related educational
106 service in the state.

107 **R277-444-3. Program Application and Grant General Provisions.**

108 (1) (a) If the state appropriates money for a program and
109 an organization received money from the program in the
110 previous fiscal year, an organization may apply to receive
111 money from the program:

112 (i) on an application provided by the Superintendent; and
113 (ii) by June 30 of the fiscal year immediately prior to
114 the fiscal year in which the organization is to receive the
115 money.

116 (b) If an organization has not received money from a
117 program in the previous fiscal year, an organization may apply
118 to receive money from the program:

119 (i) on an application provided by the Superintendent; and
120 (ii) by June 30 of the fiscal year two years prior to the
121 fiscal year in which the organization is to receive the money.

122 (c) The application shall include:

123 (i) documentation that the organization is:

124 (A) a non-profit corporation that has existed at least
125 three consecutive years prior to the date of the application;

126 (B) an arts organization or a science organization that
127 has attained professional excellence in the discipline; and

128 (C) fiscally responsible;

129 (ii) a description of the matching funds required by
130 Subsection (3);

131 (iii) a description of the educational service that the
132 organization will use the money to provide; and

133 (iv) a plan to creatively and effectively provide the
134 educational service.

135 (2) (a) The Superintendent or the superintendent's
136 designee shall evaluate an application with community
137 representatives and make a funding recommendation to the
138 Board at the Board's August meeting.

139 (b) The Board shall approve an educational service plan
140 and determine the grant amount based on how well the
141 organization meets the purposes of this rule.

142 (c) If the state reduces the amount of money appropriated
143 for a program from the previous fiscal year, the Board may use
144 its discretion to allocate the money among the organizations
145 participating in the program based on the year-end report
146 described in Section R277-444-4.

147 (d) The Superintendent shall distribute program money
148 annually beginning in August.

149 (3) An organization that receives money from a program
150 shall have equal matching money from another source to support
151 its delivery of an educational service.

152 (4) (a) Except as provided by Subsection (4) (b), an
153 organization that receives money from a program may not charge
154 the school, teacher, or student a fee for the educational
155 service for which the organization receives program money.

156 (b) An organization that receives money from the Subsidy
157 program may charge a fee for an educational service.

158 **R277-444-4. Program Evaluation - Accountability - Variations.**

159 (1) (a) The Superintendent or the Superintendent's
160 designee may visit an organization before approving an
161 application or disbursing money or during an educational
162 service to evaluate the effectiveness and preparation of the
163 organization.

164 (b) In addition to the year-end report required by
165 Subsection (2), the Superintendent may require an evaluation
166 or an audit procedure from an organization demonstrating use
167 of money consistent with state law and this rule.

168 (2) (a) An organization that receives money from a
169 program shall submit a year-end report to the Superintendent
170 by June 30.

171 (b) The year-end report shall include:

172 (i) documentation of the organization's non-profit
173 status;

174 (ii) a budget expenditure report and income source report
175 using a form provided by the Superintendent, including a
176 report and accounting of a fee charged, if any, for an
177 educational service;

178 (iii) a record of the dates and places of all educational
179 services rendered, the number of hours of educational service
180 per district, school, and classroom, as applicable, with the
181 number of students and teachers served, including:

182 (A) documentation of the schools that have been offered
183 an opportunity to receive an educational service over a three
184 year period consistent with the organization's plan;

185 (B) documentation of collaboration with the
186 Superintendent or Superintendent's designee and the school
187 community in planning the educational service, including the
188 content, a preparatory activity, and a follow-activity that
189 are relevant to the core standards;

190 (C) a brief description of the educational service
191 provided through the program, and if requested, copies of any
192 material developed; and

193 (D) a description of how the educational service
194 contributed to a student developing and using the knowledge,
195 skills, and appreciation defined in the arts or science core
196 standards; and

197 (iv) a summary of organization's evaluation of:

198 (A) cost-effectiveness;

199 (B) procedural efficiency;

200 (C) collaborative practices;

201 (D) educational soundness;

202 (E) professional excellence; and
203 (F) the resultant goal or plan for continued evaluation
204 and improvement.

205 (3) (a) An organization may not deviate from the approved
206 educational service plan for which the organization receives
207 money unless:

208 (i) the organization submits a written request for
209 variation to the Superintendent;

210 (ii) the organization receives approval from the
211 Superintendent or the Superintendent's designee for the
212 variation; and

213 (iii) the variation is consistent with state law and this
214 rule.

215 (b) An organization shall describe the nature and
216 justification for a variation approved under Subsection (3) (a)
217 in a year-end report.

218 (4) The Board shall ensure that participating LEAs
219 receive educational services in a balanced and comprehensive
220 manner over a three year period.

221 **R277-444-5. RFP Program Requirements.**

222 (1) Through the RFP program, the Board grants an arts
223 organization or a science organization money to enable the
224 organization to:

225 (a) further develop an educational service that is sound;

226 (b) increase the number of students or teachers who
227 receive the educational service; or

228 (c) expand the geographical location in which the
229 educational service is delivered.

230 (2) The Board may grant money to an organization for one
231 year.

232 (3) An organization may apply for a grant each year for
233 up to five years if the organization demonstrates an increase
234 in the educational service between the year-end report

235 required by Section R277-444-4 and the proposed plan in the
236 application.

237 **R277-444-6. POPS and iSEE Program Requirements.**

238 (1) (a) Through the POPS program, the Board grants money
239 to an arts organization to provide an educational service
240 state-wide.

241 (b) Through the iSEE program, the Board grants money to
242 a science organization to provide an educational service
243 state-wide.

244 (2) An arts organization may apply for the POPS program
245 and a science organization may apply for the iSEE program if
246 the organization:

247 (a) has successfully participated in the RFP program for
248 three consecutive years in which the state appropriated money
249 to the RFP program;

250 (b) has educational staff and the capacity to deliver an
251 educational service state-wide; and

252 (c) demonstrated during participation in the RFP program:

253 (i) the quality and improvement of an educational
254 service; and

255 (ii) fiscal responsibility.

256 (3) An organization that applies for the POPS program or
257 iSEE program may not apply to receive money from the RFP
258 program or the Subsidy program in the same fiscal year.

259 (4) The Board shall request from the state a new
260 appropriation for an organization approved to participate in
261 the POPS program or iSEE program.

262 (5) (a) Subject to an annual appropriation from the state,
263 the grant is for four years.

264 (b) At the conclusion of the fourth year, an organization
265 may reapply to the Superintendent for participation in the
266 POPS program or the iSEE program.

267 (c) The Board shall evaluate whether to continue granting
268 money to an organization and the amount of the grant based on
269 the year-end report submitted under Subsection R277-444-4.

270 **R277-444-7. Science Enhancement Program Requirements.**

271 (1) Through the Science Enhancement program, the Board
272 grants money to a science organization to provide a teacher
273 with resources materials or professional development related
274 to the science core standards.

275 (2) A science organization that participates in the iSEE
276 program may apply for the Science Enhancement program.

277 (3) The Board may approve an application to participate
278 in the Science Enhancement program if the science organization
279 demonstrates a likely increase in:

280 (a) the number of teachers or students the organization
281 serves; or

282 (b) the quality or quantity of the resource materials or
283 professional development the organization delivers.

284 **R277-444-8. Integrated Student and New Facility Learning**
285 **Program Requirements.**

286 (1) (a) Through the Integrated Student and New Facility
287 Learning program, the Board grants money to a science
288 organization to enable the science organization to provide an
289 educational service integrated with the science organization's
290 new or significantly re-designed capital facility.

291 (b) The science organization may use the money to:

292 (i) develop an educational service integrated with the
293 capital facility; and

294 (ii) cover its costs associated with increasing the
295 number of students who visit the capital facility.

296 (2) An science organization that participates in the iSEE
297 program may apply for the Integrated Student and New Facility
298 Learning program.

299 (3) The Superintendent may not disburse money until the
300 science organization completes the capital facility.

301 **R277-444-9. Subsidy Program Requirements.**

302 (1) Through the Subsidy program, the Board grants money
303 to an organization that provides a valuable education service
304 but does not qualify for participation in another program.

305 (2) (a) An organization may apply to receive money through
306 the Subsidy program if the organization has successfully
307 participated in the RFP program for three consecutive years in
308 which the state appropriated money to the RFP program.

309 (b) An organization that applies for the Subsidy program
310 may not apply to receive money from the RFP program in the
311 same fiscal year.

312 (c) A scientist, artist, or entity hired or sponsored by
313 an organization shall comply with the procedures and
314 requirements of this rule.

315 (3) (a) The Board may grant money to an organization
316 through the Subsidy program if the Board finds the
317 organization:

318 (i) has successfully provided a valuable educational
319 service during its participation in the RFP program; and

320 (ii) does not meet the requirements to participate in the
321 POPS program or iSEE program because the organization:

322 (A) delivers an educational service regionally instead of
323 state-wide; or

324 (B) charges a fee for an educational service.

325 (b) The Board shall determine the participation and
326 reporting requirements for the organization.

327 (c) The Board shall request from the state a new
328 appropriation for an organization approved to participate in
329 the Subsidy program.

330 (4) (a) Subject to an annual appropriation from the state,
331 the grant is for four years.

332 (b) At the conclusion of the fourth year, an organization
333 may reapply to the Superintendent for participation in the
334 Subsidy program.

335 (c) The Board shall evaluate whether to continue granting
336 money to an organization and the amount of the grant based on
337 the year-end report submitted under Subsection R277-444-4.

338 **KEY: arts, science, core standards**

339 **Date of Enactment or Last Substantive Amendment: [~~July 18,~~**
340 **~~2005]~~2015**

341 **Notice of Continuation: [~~September 24, 2010]~~2015**

342 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3;**
343 **53A-1-401(3), 53A-1-402**



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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

ACTION: Standards Format

Background:

The Utah Standards as currently written vary from content area to content area. In May 2015 the Utah State Board of Education requested that the formatting be reviewed and a consistent look be put in place across content areas.

Key Points:

The USOE Teaching and Learning Section staff has met and agreed upon a format that will work for all content areas based on standards and clusters.

Anticipated Action:

The Standards and Assessment Committee will consider approving the new formatting for the standards at the Utah State Office of Education. If approved, the full Board will consider approving.

Contact: Sydnee Dickson, 801-538-7515
Diana Suddreth, 801-538-7739

Core Standards Format



Prepared by the
Utah State Office of Education

June 18-19, 2015

Sydnee Dickson, Deputy Superintendent
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Diana Suddreth, Director Teaching and Learning
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Core Standards Format

Standards define the essential knowledge, concepts, and skills to be mastered at each grade level or within critical content areas. They define what students should know and do to be ready for post-high school jobs and schooling.

English Language Arts
Fine Arts

Health
Mathematics
Physical Education

Science
Social Studies

Standard elements:

- Provide language of demonstrated mastery and performance expectations.
- Capture the practices of the discipline within individual standards.
- Are statements of what students will know and be able to do.

Standards are not:

- A checklist.
- Instructional strategies.
- Essential questions.
- Of equal grain size or importance, even within a content area.

Standards will contain:

- *Introduction* - A short narrative describing the major work of the grade or course.
- *Strand* - Groupings that create a logical framework enabling the creation of connections and learning progressions.
- *Standard* - What every student must know and be able to do (assessment level, performance description).

All other documents that are produced for LEA use in support of standards, such as suggested timelines, core guides, or assessment examples, are optional and will be vetted through a standardized procedures such as that which is used to evaluate instructional materials.



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Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

INFORMATION: Update of Standards Out for 90-Day Public Review

Background:

The draft standards of three content areas have been approved for 90-day public review. The Board has requested monthly updates regarding the progress of the reviews.

Key Points:

Library Media, 6-8 Science, and Secondary Mathematics have been receiving public feedback via the USOE website and email to specialists. The Science Standards have also received public feedback during five live meetings. The Secondary Mathematics Standards will begin having public meetings in June.

Anticipated Action:

The Committee will receive updates on the review process.

Contact: Sydnee Dickson, 801-538-7515
Diana Suddreth, 801-538-7739

Standards Out For 90-Day Review Update



Prepared by the

Utah State Office of Education

June 18-19, 2015

Sydnee Dickson, Deputy Superintendent
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Diana Suddreth, Director Teaching and Learning
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Public Review Updates

Library Media

Opening Date: April 10, 2015

Closing Date: July 10, 2015

Responses thus far have been overwhelmingly positive. General comments related to clarifying the role of the teacher-librarian versus those serving as paraprofessionals and issues related to time and pay. Only one comment has actually attended to the actual content of the standards. The reviewer suggested that the standard represent non-fiction and fiction terminology rather than literature and informational text. Our response has been to adjust the language of that particular standard to better align with the terminology being used in school and public libraries.

Secondary Mathematics

Opening Date: May 8, 2015

Closing Date: August 7, 2015

Public Review Meetings Scheduled

- June 8, 2015 – Washington County School District Office, 6:30-7:30
- June 10, 2015 –Elk Ridge Middle School, South Jordan, 6:30-7:30
- June 25, 2015 – Box Elder School District Office, 6:30-7:30
- June 30, 2015 –Weber State University, Building D2 – Lecture Hall, 6:30-7:30
- July 29, 2015 – Roosevelt Jr. High School, Roosevelt, 6:30-7:30

Grades 6-8 Science

Opening Date: April 10, 2015

Closing Date: July 10, 2015

As of June 2, 2015, 9:00 a.m. there were 1063 total online responses

- Teachers 49%
- Parents 26%
- School/District Admin 3%
- University Faculty 5%
- Informal Science Education 3%
- Vendors 0.5%
- General Public 8%
- Other 7%

Five public meetings were held around the state. Approximate numbers of attendees and dates are listed below:

- April 23, 2015 – Washington County School District Office – 50 Attendees
- April 28, 2015 – Uintah School District Office – 35 Attendees
- May 6, 2015 – Provo School District Office – 100 Attendees
- May 13, 2015 – Cache County School District Office – 40 Attendees
- May 19, 2015 – Salt Lake Center for Science Education – 60 Attendees

Utah State Board of Education Meeting - Friday, June 19, 2015

8:00 a.m. to 8:15 a.m.

5. **Opening Business**

- Pledge of Allegiance
- Board Member Message
- Introduction of New Employees
- Acknowledgment of Student Artwork

8:15 a.m. to 8:25 a.m.

6. **ACTION:** Approval of USOR/USOE Administrative Appointments

8:25 a.m. to 8:40 a.m.

7. **Public Participation/Comment**

Priority shall be given to those individuals or groups, who, prior to the day of the meeting, have submitted a request to address the Board. Sign up is available the day of the meeting before 8:00 a.m.

8:40 a.m. to 8:50 a.m.

8. **ACTION:** General Consent Calendar (backup furnished electronically at <http://www.schools.utah.gov/board/Meetings.aspx>). Tab 8

8:50 a.m. to 9:05 a.m.

9. **ACTION:** Monthly Budget Report Tab 9

9:05 a.m. to 9:20 a.m.

10. **INFORMATION:** Independent Living Centers in Utah Tab 10

9:20 a.m. to 9:30 a.m.

11. **ACTION:** Roads to Independence Contract Tab 11

9:30 a.m. to 9:45 a.m.

12. **INFORMATION:** Superintendent's Report

9:45 a.m. to 10:00 a.m.

13. **INFORMATION:** Board Chair's Report

- Legislative Update

10:00 a.m. to 10:10 a.m.

14. **INFORMATION:** Assessment Report from Ogden School District

10:10 a.m. to 10:25 a.m.

BREAK

10:25 a.m. to 12:30 p.m.

15. **Committee Reports**

ACTION: Audit Committee Tab 15

- R277-116 *Internal Audit* (Repeal/Reenact) and Utah Internal Audit Act
- Release of Audits
- June Audit Committee actions

ACTION: Finance Committee Tabs 4-A through 4-K

ACTION: Law and Licensing Committee Tabs 4-L through 4-W

ACTION: Standards and Assessment Committee Tabs 4-X through 4-II

12:30 p.m. to 1:15 p.m.

LUNCH

1:15 p.m. to 1:30 p.m.

16. **ACTION:** NGA Request to Congress to Designate Governors as Key Partners Tab 16
in Public Education - Tami Pyfer, Governor's Education Advisor

1:30 p.m. to 1:45 p.m.

17. **INFORMATION:** Board Member Closing Comments

1:45 p.m. to 1:50 p.m.

18. **DISCUSSION/ACTION:** Utah Professional Practices Advisory Commission Cases Tab 18

1:50 p.m. to 4:20 p.m.

19. **EXECUTIVE SESSION**

4:20 p.m. to 4:30 p.m.

20. **ACTION:** Executive Session Items

- Appointments
 - Governor's Committee on Employment of People with Disabilities
 - Interpreters Certification Board
 - State Rehabilitation Council
 - Utah Statewide Independent Living Council
 - Division of Services to the Deaf and Hard of Hearing Advisory Council
 - State Instructional Materials Commission
 - Safety Crisis Line Commission
 - Others as needed
- UPPAC Cases
- Other items

4:30 p.m.

21. **ADJOURNMENT**

General Consent Calendar

June 19, 2015

Backup furnished electronically at <http://www.schools.utah.gov/board/Meetings/Agenda.aspx>

A. Minutes of Previous Meeting Tab A

Minutes of the Utah State Board of Education meeting held May 7-8, 2015 are presented for approval.

B. Contracts Tab B

It is proposed that the Board approve the following contracts:

1. Multidimensional Software Creations, \$278,222, 07/01/2015 to 06/30/2020

To provide continuing development, enhancements, deployment, training and maintenance for the Utah State Office of Education Transition from Early Intervention Data Information System.

2. ACT Inc., \$2,469,145, 08/01/2015 to 08/31/2016, Amendment #2

To exercise an available on-year contract extension, to enact the college readiness examination mandate in SB 175 (2013), and to add 470,000 one-time funds from H.B. 2 (2015).

3. Registry of Interpreters for the Deaf, \$114,156, 07/01/2015 to 06/30/2020

To provide quality assurance American Sign Language National Interpreter Certification and Certified Deaf Interpreter testing and re-testing (if needed) of interpreter mentees participating in the Interpreter Certification Advancement Network interpreter mentoring program under the Division of Services to the Deaf and Hard of Hearing.

4. Precision Exams, \$128,727, 06/01/2015 to 06/30/2017, Amendment #2

To enhance existing Precision Exams Industry Exams Reporting Tool to support the ability to upload full class rosters with associated scores and pass/fail data, to associate exams to specific LEAs and to separate program types in different reports.

5. Price Acquisitions LLC, \$339,540, 05/01/2016 to 04/30/2021, Amendment #1

To lease office space for the Division of Rehabilitation Services located at 475 West Price River Drive, Price, Utah.

6. \$3,000,000, 08/01/2015 to 07/31/2020 - Vendors to be determined based on an RFP process that closes June 11, with vendors evaluated June 17. Licenses need to be determined per awarded vendor, per legislative mandate, by August 1, 2015

Interactive computer software to address literacy early intervention. The RFP and ultimate award are to expand the vendor pool for Literacy Intervention Software.

7. Old Dominion, \$330,000, 08/01/2015 to 07/31/2016, Amendment #1

For transportation of USDA foods for Child Nutrition Programs.

8. Department of Administrative Services, \$108,000, 07/01/2015 to 06/30/2016, Amendment #18

To renew the operating and maintenance agreement between DFCM and the Utah State Office of Rehabilitation, Division of Services for the Deaf and Hard of Hearing, located at 5709 South 1500 West, Taylorsville.

9. Department of Administrative Services, \$124,027, 07/01/2015 to 06/30/2016

To renew the operating and maintenance agreement between DFCM and the Utah State Office of Rehabilitation, Division of Services for the Blind and Visually Impaired, located at 250 North 1950 West, Salt Lake City.

10. Utah Afterschool Network, \$96,750, 07/01/2015 to 06/30/2016, Amendment #4

To facilitate the development of a comprehensive after-school/ community school professional development system by fostering multiple pathways for training and technical assistance to ensure high quality programs that meet the needs of a diverse student population.

11. University of Wisconsin's Madison Center for Educational Research, \$2,258,340, 06/30/2016 to 06/30/2018, Amendment #2

To provide ACCESS for ELLs and continue Utah's membership in the WIDA Consortium, a multi-state coalition of state educational agencies that acts in collaboration to research, design and implement a standards-based educational system that promotes equitable educational opportunities for English language learners in pre-kindergarten through grade 12.

12. The National Center for the Improvement of Educational Assessment, \$1,398,175, 06/15/2015 to 06/14/2020

To provide consultancy on assessment and accountability issues.

13. LRP Publications, \$1,006,459, 07/01/2015 to 06/30/2020

For statewide subscription to online Individuals with Disabilities Education Act newsletter and research through LRP.

14. Department of Administrative Services, \$204,156, 07/01/2015 to 06/30/2016

To renew the operating and maintenance agreement between DFCM and the Utah State Office of Rehabilitation, Division of Rehabilitation Services, the located at 500 South 1595 West, Salt Lake City.

C. Contract Reports

Tab C

It is proposed that the Board receive the following reports: *Contracts approved by State Superintendent or USOR Director (less than \$100,000)* and *USOE/USOR Expiring Contracts with Renewals*.

D. Four-day School Week Renewals

Tab D

Rule R277-419 sets minimum standards for minimum school days and instructional hours required for schools. Rich School District, Tabiona School (Duchesne District), and Tintic School District applied for and received waivers of the minimum school days in order to implement four-day school weeks. Each waiver was granted for a period of three years. Those waivers have now expired and the districts and school outlined above are requesting renewal of the three-year waiver.

It is proposed that the Board approve three-year waivers of the minimum school days required in R277-419 for Rich School District, Tabiona School, and Tintic

School District in order for them to implement four-day school weeks, and approve the agreements, effective July 1, 2015 to June 30, 2018, with those local boards of education as outlined.

E. State Instructional Materials Commission Recommendations Tab E

On May 21, 2015 the Utah State Instructional Materials Commission met and approved 224 records of titles for recommendation to the Board. The Commission also recommended that the Board accept the bids received from the publishers and direct staff to award contracts to the publishers to furnish instructional materials to the schools of Utah.

It is proposed that the Board adopt the recommendations of the State Instructional Materials Commission and direct staff to award contracts to the various publishers.

F. R277-107 Educational Services Outside of Educator's Regular Employment Tab F

In its May 8, 2015 meeting, the Board approved continuation of R277-107 on second reading, consistent with the Utah Administrative Rulemaking Act five-year review requirement. The Board also approved amendments to the rule on second reading. No substantive changes have been made since that time.

It is proposed the Board approve R277-107 *Educational Services Outside of Educator's Regular Employment* as amended, and continuation of the rule, on third and final reading.

G. R277-410 Accreditation of Schools Tab G

In its May 8, 2015 meeting, the Board approved amendments to and continuation of R277-410. The rule was amended to make it consistent with current accreditation procedures. No substantive changes have been made since that time.

It is proposed that the Board approve R277-410 *Accreditation of Schools* as amended, and continuation of the rule, on third and final reading.

H. R277-500 Educator Licensing Renewal, Timelines, and Required Fingerprint Background Checks Tab H

In its May 8, 2015 meeting, the Board approved amendments to and continuation of R277-500 on second reading. The rule was amended in response to H.B. 124 *Education Background Check Amendments* passed in the 2015 Legislative Session. No substantive changes have been made since that time.

It is proposed the Board approve R277-500 *Educator Licensing Renewal, Timelines, and Required Fingerprint Background Checks* as amended, and continuation of the rule, on third and final reading.

- I. R277-516 Education Employee Required Reports of Arrests and Required Background Check Policies for Non-licensed Employees Tab I

In its May 8, 2015 meeting, the Board approved amendments to R277-516 on second reading. The rule was amended in response to H.B. 124 *Education Background Check Amendments* passed in the 2015 Legislative Session. No substantive changes have been made since that time.

It is proposed the Board approve R277-516 *Education Employee Required Reports of Arrests and Required Background Check Policies for Non-licensed Employees* as amended on third and final reading.

- J. R277-609 Standards for LEA Discipline Plans Tab J

In its May 8, 2015 meeting, the Board approved amendments to R277-609 on second reading. The rule was amended to include protections for all Utah students regarding the use of emergency safety interventions by school personnel. No substantive changes have been made since that time.

It is proposed the Board approve R277-609 *Standards for LEA Discipline Plans*, as amended, on third and final reading.

- K. List of Educator Licenses Processed Tab K

A summary of the total number of educator licenses and license areas processed in May 2015 is provided for Board information. It is proposed that the Board receive the report.

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UTAH STATE BOARD OF EDUCATION
MEETING MINUTES

May 7-8, 2015

BOARD STUDY SESSION, May 7, 2015

The Utah State Board of Education held a study session on May 7, 2015 at the Utah State Office of Education, 250 East 500 South, Salt Lake City, Utah.

Board members present included Members Laura Belnap, Leslie Castle, Barbara Corry, David Crandall, Brittany Cummins, Linda Hansen, Mark Huntsman, Jennifer Johnson, Jefferson Moss, Mark Openshaw, Spencer Stokes, Nancy Tingey, Terryl Warner, and Joel Wright. Board and USOE staff present included Brad Smith, Angela Stallings, Scott Jones, Joel Coleman, Lorraine Austin, Nicole Call, Jennifer Roth, Jennifer Thronksen, David Smith, Sue Okroy, and Jerry Record. Others present included Patti Harrington, USSA; Jake Dinsdale, Legislative Auditor General; Royce Van Tassell; Joylin Lincoln, Lisa Nentl-Bloom, UEA; Tracey Collins.

Chair David Crandall called the meeting to order at 4:08 p.m.

Associate Superintendent Scott Jones discussed the Budgetary Procedures Act Training with the Board.

The meeting adjourned at 5:08 p.m.

The Board Finance Committee, Law and Licensing Committee, and Standards and Assessment Committee met following the study session.

BOARD MEETING, May 8, 2015

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A regular meeting of the Utah State Board of Education was held May 8, 2015 at the Utah State Office of Education, 250 East 500 South, Salt Lake City, Utah. Chair David Crandall conducted. The meeting commenced at 8:05 a.m.

Board Members Present:

Chair David L. Crandall
2nd Vice Chair Jennifer A. Johnson
Member Laura Belnap
Member Leslie B. Castle
Member Barbara W. Corry
Member Brittney Cummins
Member Kristin Elinkowski (non-voting)
Member Linda B. Hansen

Member Mark Huntsman
Member Jefferson Moss
Member C. Mark Openshaw
Member Spencer F. Stokes
Member Nancy Tingey (non-voting)
Member Terryl Warner
Member Joel Wright

Board Members Excused:

1st Vice Chair David L. Thomas
Member Dixie L. Allen
Member Freddie Cooper (non-voting)

Member Marlin Jensen (non-voting)
Member Steven Moore (non-voting)
Member Teresa Theurer (non-voting)

Executive and Board Staff Present:

Brad Smith, State Superintendent
Sydnee Dickson, Deputy Supt.
Scott Jones, Associate Supt.
Angela Stallings, Associate Supt.
Joel Coleman, USDB Superintendent
Lorraine Austin, Board Secretary

Emilie Wheeler, Board Communications Specialist
Debbie Davis, Board Internal Auditor
Chris Lacombe, Assistant A.G.
Nicole Call, Assistant A.G.

Others Present:

Joleigh Honey, JoEllen Shaffer, Marianne McEwan, Barbie Faust, and Jerry Record - USOE; Vonda Parriott and Kevin John - Board Internal Auditors; Lisa Nentl-Bloom, Jay Blain, Chase Clyde - Utah Education Association; Shelley Nordick, Jordan School District; Cathy Jensen, USOC; Kris Fawson, Utah Statewide Independent Living Centers; Tina Smith, Utah Association of Utah Public Charter Schools; Joylin Lincoln; Erin Preston; Morgan Jacobsen, Deseret News; Ben Wood, Salt Lake Tribune; Sam Ray and Rich Brotherson - North Sanpete School District; Aaron Thompson, USOR; Jason Burningham, Box Elder RDA; Brad Baird, EDC Utah; Logan Hall, Salt Lake City School District.

Opening Business

Chair David Crandall called the meeting to order at 8:05 a.m. Member Spencer Stokes led those present in the Pledge of Allegiance.

Members Dixie Allen and David Thomas were excused from the meeting.

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Board Member Message

Member Joel Wright welcomed the Board. He expressed that Utah's greatest advantage is the number of children in the state, and that is what makes Utah special. If we can use this public education system to give them the knowledge and the courage they need to thrive, Utah will be the most prosperous, healthy state.

Introduction of New Employees

H.R. Director Dave Rodemack introduced new employees Kevin John and Karen Johnson.

Acknowledgment of Student Artwork

USOE Fine Arts Specialist Cathy Jensen announced that ten educators were honored last week with Sorenson Legacy Awards for Excellence in Art Education. The artwork exhibited in the Board room this month is from students of the two visual artist winners—Patricia Clay, East High School, and Kathleen Briley, South Summit Elementary.

Recognition of Outgoing Board Members

Chair Crandall reported that six members will be leaving the Board today—four that were designated in statute and two appointed advisory members. Two of those members—Kristin Elinkowski and Nancy Tingey—were present and given original children's art work. Member Elinkowski has been the State Charter School Board representative since 2014 and Member Tingey has been the Utah School Boards Association Representative since February 2015. Both expressed appreciation for their time working on the Board and the desire to strengthen the relationships of their respective organizations with the Board.

Others leaving the Board include Marlin Jensen and Teresa Theurer from the Utah State Board of Regents, Steven Moore from the Utah College of Applied Technology, and Freddie Cooper from the Coalition of Minorities Advisory Committee.

Public Participation/Comment

Chair Crandall informed of recent changes to the Board's public comment process. The Board moved its committee meetings to the evening to give the public more opportunity to attend, and each item on the committee may have public comment at the discretion of the committee chair. Contact information has also been included in the agenda for each Board committee. The public comment portion of the regular Board meeting will remain.

Lisa Nentl Bloom, Utah Education Association (UEA) Executive Director - the Board will be reviewing today the recommendations for educator evaluation percentages. UEA is appreciative of the recommendations, as both the Utah State Office of Education (USOE) and UEA have expended great efforts and resources to ensure these observations are effective. UEA is also supportive of the recommendation of Student Learning Objectives (SLOs) in regards to student growth, and the weighting of stakeholder input. Ms. Nentl-Bloom further commented that UEA believes some of the rules to be presented today are not ready and include time lines and procedures that are unclear.

Andrew Riggle - Disability Law Center Public Policy Advocate - recognized the work that the Board Law and Licensing Committee has done over the past several months on a proposed rule putting parameters around the use of restraint and seclusion. The Center appreciates the recognition of the need to put some parameters around this as well as include requirements for appropriate training for staff and the need to collect data on the usage of these interventions. He asked for Board support of the rule.

Cindy Davis - thanked the Board for its efforts on Utah's requested waiver renewal of the Elementary and Secondary Education Act to not jump through federally intrusive hoops. She also thanked the Board for seeking public input on the science standards and for its involvement in legislation to benefit schools.

General Consent Calendar

MOTION was made by Member Stokes and seconded by Member Openshaw that the Board approve the Consent Calendar.

Member Stokes referenced the report of contracts under \$100,000 on the Consent and asked why five of the contracts are over \$100,000.

MOTION TO AMEND was made by Member Stokes that item D, Contract Reports, be removed from the Consent Calendar. Without objection the amendment was made.

Member Stokes asked for more information about the temporary authorizations for licenses. Deputy Superintendent Sydney Dickson reported that the requests are for individuals currently employed in public schools that are in the process of earning a license. The authorization allows them to be in place while earning an appropriate license for what they are teaching. Member Stokes stated that the column headings on the report are confusing, and staff was given direction to revise the headings to make more sense.

Member Moss asked for information regarding the American Institutes for Research (AIR) contract amendment, asking about the process of developing test questions and the cost per item.

MOTION TO AMEND was made by Member Moss and seconded by Vice Chair Johnson that item C-6, AIR contract amendment, be removed from the Consent Calendar.

Motion to amend carried unanimously.

MOTION TO AMEND was made by Vice Chair Johnson and seconded by Member Belnap that the Board request staff to give a report to the Board about independent living centers and their reporting relationship to the Utah State Office of Rehabilitation (USOR).

Motion to amend carried unanimously.

Motion as amended carried unanimously.

MOTION was made by Member Openshaw and seconded by Member Stokes that the Board move its June meeting from June 25-26 to June 11-12, and its September meeting from September 3-4 to September 10-11.

MOTION TO AMEND was made by Member Stokes that the June meeting be

changed to June 18-19.

It was noted that June 18-19 conflicts with the Utah School Superintendents Association (USSA) Conference, normally attended by the USOE superintendency. Superintendent Smith indicated he would work with the USSA Executive Director regarding the superintendency participation.

Without objection, the motion was amended.

Motion as amended carried unanimously.

North Sanpete School District Report

Superintendent Brad Smith shared that North Sanpete School District Superintendent Sam Ray talked with him this week regarding two items of critical import—the receipt by the state auditor of North Sanpete’s final audited financial report for the prior fiscal year as well as their status for being on track for the completion of the “On Track” plan presented in the last State Board meeting.

Superintendent Ray verified that the district audit has been certified and recorded. He reported on progress from the district “On Track” plan, indicating that the April items have been completed, including completion of the July through December 2014 school TES reconciliations, updating of the district FY 15 balance sheet reconciliation, receipt of budget summaries by principals and directors, and provision of the budget projections for FY 16 to the local board for consideration. In addition, the district is well on its way to completing the May plan items—a trainer for ALIO, the district’s accounting software, is coming to the district on May 14, and a current RFP is out for an HSA.

Superintendent Smith asked for a report on what aspects of ALIO the district is using. Business Administrator Darin Johansen responded that most of the modules have been set up but haven’t been taken fully advantage of. All of the transactions are not flowing through ALIO and the district is in a position now to use it fully.

Superintendent Smith questioned what arrangements have been made to engage their auditors so that as FY 15 comes to a close the audit process will begin. Mr. Johansen

responded that the district has been engaged with the auditors on other issues, but hasn't discussed the FY 15 audit yet. The plan is to begin the audit the end of August or first part of September as in the past. He will confirm this with the auditors. Superintendent Smith asked if this would give the district sufficient allowance to get its report in on time. Mr. Johansen affirmed it would.

Member Wright reflected that while many of the things the Board imposes on LEAs may seem burdensome, the reporting of financials is not. It is fundamental and critical to everyone involved including taxpayers and district personnel. He stressed the importance of the district not repeating the situation again.

Vice Chair Johnson reported that she asked Rich Brotherson, North Sanpete School Board President, last month whether or not his board would like any training. Mr. Brotherson responded to the Board that he hadn't had a chance to review the training areas suggested, but is still interested in doing so. Superintendent Smith offered support and assistance in training their board.

MOTION was made by Vice Chair Johnson and seconded by Member Moss that the Board receive North Sanpete's report today, that additional follow up be sent in a written report to the Board outlining whether the North Sanpete School Board is on track to meet its plan, and that there is at least one follow up visit onsite by USOE staff.

Motion carried unanimously.

Intergenerational Poverty

The Board welcomed Greg Paris from the Department of Workforce Services (DWS), representing DWS Director Jon Pierpont, and Tracy Gruber, Director of the DWS Office of Child Care and senior advisor to the Intergenerational Poverty Initiative. Information about intergenerational poverty was distributed.

Background was given that in 2012 Senator Stewart Reid asked Jon Pierpont to look into intergenerational poverty (IGP), believing it differed from situational poverty. After analysis of the data, legislation was developed and passed that formed an Intergenerational Poverty

Commission and advisory committee. The Commission includes heads of the Departments of Human Services, Health, Workforce Services, the State Office of Education, and Juvenile Court Administrators. By statute, the State Superintendent of Public Instruction is a member of the Commission.

Ms. Gruber reviewed the information distributed to the Board, highlighting the following:

- The Utah child poverty rate has climbed 51 percent since 2005, impacting all areas of the state.
- Of adults utilizing public assistance for 12 months or more, at least 24 percent received public assistance as children.
- 52,000 children in Utah are already in the intergenerational poverty cycle.
- 236,000 children in homes receiving assistance are at risk of remaining in that system.
- In total, 288,000—roughly one third of Utah’s child population—is in the intergenerational poverty cycle or at risk of becoming part of the cycle.

The goal of the Intergenerational Poverty Act is to measurably reduce the incidence of children in Utah living in poverty as they become adults. Therefore, the data obtained from the agencies on the Commission, focused mainly on children.

- Children in the IGP cohort are generally twelve years old or younger.
- The most significant risk factors are single parent households, unemployed parents, and low parental educational attainment; residential mobility is another risk factor that could cause difficulties in the education of these children.

The Commission looked at educational outcomes, focusing on kindergarten and chronic absenteeism.

- Just over 71 percent of the IGP children are in half-day kindergarten; approximately 20 percent are in full-day kindergarten.
- The rates of chronic absenteeism (ten percent of the school year in absences) are 33 percent higher in kindergarten for students in intergenerational poverty than the

rest of the student population; the number is slightly less in third grade.

- Chronic absenteeism leads to lower standardized test scores, greater drop out rates, lower math and English/language arts proficiency by 8th grade, and lower ACT composite scores.
- Only 50 percent of IGP students graduate from high school.

Ms. Gruber stated that early childhood education is an important intervention. She indicated there is national data as well as data from the Granite School District preschool program on preschool outcomes that shows there are long-term, sustainable outcomes for these children in preschool. In Granite's program, the achievement gap has been closed in math and reading and those achievements have been sustained.

Member Stokes asked for Ms. Gruber's suggestion of what the laser-like focus could be educationally for these children. Ms. Gruber responded that the legislation is focused on data and determining strategies based on the data. There is a lack of data on kindergarten readiness assessments. From a research perspective, such data could help determine what is lacking and assist with the development of strategies. Another area that could make a difference is strategies for reducing chronic absenteeism. Member Stokes suggested that if the children could be identified and extra money appropriated for those students, it could make a difference in closing the achievement gap.

Vice Chair Johnson reported that she and Vice Chair Thomas met with Jon Pierpont and Governor's Education Advisor Tami Pyfer, and they made it clear that data is needed from both USOE and USOR.

Member Elinkowski questioned whether the research is conclusive on the effects of full-day kindergarten. Ms. Gruber responded that the last research she saw from USOE was from 2011, and it was pretty conclusive as to the positive effect.

Vice Chair Johnson asked that Superintendent Smith give the Board regular reports on the work of the IGP Commission and outline what is needed from the Board to move the work forward.

Utah Educator Effectiveness

Linda Alder, coordinator of the Utah System for Educator Effectiveness, was welcomed. She gave background that as the pilot of the system began three years ago, three components were deemed necessary to provide multiple measures for educator evaluation: 1) observation of instructional quality, 2) evidence of student growth, and 3) stakeholder input. Data has been gathered during the pilot on the three areas, and based on the data, recommendations from staff have been forwarded to the Board for setting percentages for each component to be used by all districts in calculating the annual summative ratings for educators.

MOTION was made by Vice Chair Johnson and seconded that the Board set the component percentages for the Utah System for Educator Effectiveness at 20 percent for evidence of student growth, 70 percent for observation of instructional quality, and 10 percent for stakeholder input.

Vice Chair Johnson suggested that a communications plan regarding the evaluation system is critical, and asked that such a plan be brought to the Board. She also asked for information about how much flexibility in each component is given to the districts.

MOTION TO AMEND was made by Member Warner and seconded by Member Hansen that the evidence of growth component be based either on SAGE assessments or student learning objectives, but not both.

Member Cummins suggested that if the amendment passes it would eliminate SAGE as an option, because there are many subjects where SAGE isn't used.

Dr. Dickson reported that SLOs are a fairly new phenomenon, and staff have been working with districts to develop them. There is quite a bit of subjectivity in the SLO process, and larger districts have expressed that they would prefer to use the most stable measure along with SLOs and then transition to the SLO process as it gains competence, maybe over a three- to five-year period. Districts also mentioned that the tested subjects comprise about 30 percent, and teachers for those subjects have not been part of the SLO process. It would be difficult at this point to go entirely to SLOs.

Member Hansen asked how much local control there is regarding the use of

student growth percentiles and SLOs. Ms. Alder responded that under the current plan districts use SGPs for tested subjects and SLOs for non-tested subject, but within a tested subject, both could be used. At this point it is a district-wide decision. If both options are used, staff is recommending a slightly higher percentage be calculated for SGPs than SLOs. Districts have flexibility in the creation of SLOs and who uses them.

Motion to amend failed unanimously.

MOTION TO AMEND was made by Vice Chair Johnson and seconded by Member Hansen that the Board direct staff to bring a rule to the Board that includes the component percentages.

Motion to amend carried unanimously.

Motion carried unanimously.

New Charter School Applications

State Charter School Board (SCSB) Member Tim Beagley was invited to join the Board for the discussion.

Chair Crandall reported that the SCSB met yesterday to review those applications for new charters that the Board did not approve in its last meeting. Mr. Beagley recapped that in the January SCSB meeting six charters were recommended for approval; the State Board approved three in its April meeting, but sent the applications for American Academy of Innovation, Athlos, and St. George Academy back to the SCSB for reconsideration.

Mr. Beagley reported that the primary concerns about the American Academy of Innovation were regarding details of the CTE programs, the budget, and grade configuration different than Jordan School District. After receiving more information, the SCSB reaffirmed its support of American Academy of Innovation.

Mr. Beagley reminded the Board that the concern regarding St. George Academy was over conflicting data that had been presented during the market analysis of the application and a remark regarding counseling students out. The school has provided an updated application with corrected information. Washington School District also testified on behalf of the school.

The SCSB reaffirmed its support of the school.

Mr. Beagley outlined three points of concern regarding Athlos Academy: 1) discrepancy in the role of the education service provider and data they provided; role of the governing board in hiring the director and administrative team; clarification on the distinguishing characters of the three pillars of their model. The SCSB felt those concerns were satisfied with additional information. However, as the process has taken some time, only one original governing board member remained, which raised concerns. The SCSB did not reaffirm its support of the application, and forwards it back to the State Board.

Member Elinkowski informed that the school isn't scheduled to open until fall 2016, and the school will work closely with staff to get prepared. The SCSB staff does a fantastic job of making sure schools are ready to open and are following their time lines.

Member Hansen reported that she attended the SCSB meeting yesterday, and informed that a suggestion was made to Athlos that they could come back in a year with the application with the possibility they could still open in 2016 on an expedited schedule. That would give the SCSB a chance to know their governing board. The SCSB vote was 4-2 against reaffirming support.

Vice Chair Johnson asked for legal counsel as to whether the State Board must give reasons if it rejects an application. Assistant Attorney General Chris Lacombe responded that Utah Code 53A-1a-505 states that the Board shall have a majority vote within 60 days of action of the SCSB to approve or deny an application. In order for the application to proceed, the Board needs to act on the application. Although the statute doesn't specifically require stating the reasons, he opined that it would be implicit in the discussions and deliberations that the reasons be stated, and further gave his opinion that it would be beneficial for the Board to do so.

Superintendent Smith asked what the scope of the Board's liability would be if they state the reasons for denial. Mr. Lacombe responded with his belief that the Board would have immunity, or at least qualified immunity.

Member Moss expressed concern that part of process requires doing due diligence and

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he has apprehension because of the split vote of the SCSB. Member Elinkowski reported that she felt comfortable with the new governing board for the school because the new governing board president was one of the original members.

Mr. Beagley noted that there were also questions about the school's education service provider, and he felt more time would be beneficial. The school has a complicated business model.

Member Cummins asked for clarification of the timeline for which this charter school would be under if denied. Mr. Beagley indicated that grounds for the school's building would have to be broken by late fall in order to give reasonable opportunity to open in 2016. It would be difficult for them to open if the decision is pushed into next year.

Member Openshaw questioned why, if the applications were approved in January by the SCSB, the State Board did not see them until its April meeting. Member Elinkowski responded that the SCSB made the decision to wait until the end of the legislative session before submitting them to the State Board. In the past, the legislature has requested that the Board not approve too many new schools without knowing the legislative appropriation. Member Openshaw suggested looking at adjusting the window, as the 60 days had already expired by the time the State Board received the applications.

Member Warner asked if Athlos is a partner with Hawthorne Academy and Providence. Mr. Beagley indicated there is some discrepancy about the partnership that needs to be sorted out.

Member Castle asked Marlies Burns, the SCSB Executive Director, for her opinion about the three applicants. Ms. Burns responded that she has been part of the vetting process and feels that the six brought to the Board were strong applicants, narrowed from sixteen applications. Although there may be things that need to be tweaked before opening, she felt they could all be prepared to open on time. She affirmed her support for the SCSB actions.

Assistant Attorney General Nicole Call suggested due to reasonably imminent litigation the discussion of Athlos be held in Executive Session.

MOTION was made by Member Stokes and seconded by Member Openshaw that the

Board approve the charter application for St. George Academy.

Member Hansen noted that since the last Board meeting, the school's governing board met with representatives of Washington School District and have alleviated the district's concerns.

Motion carried; Member Belnap abstained.

MOTION was made by Member Stokes and seconded by Member Openshaw that the Board approve the charter application for American Academy of Innovation.

Motion carried unanimously.

MOTION was made by Member Stokes and seconded by Member Openshaw that the Board approve the charter application for Athlos Academy.

MOTION was made by Vice Chair Johnson and seconded by Member Moss that the Board table the motion pending discussion between Board leadership, Superintendent Smith and Assistant A.G. Nicole Call.

Motion to postpone to time certain carried; Member Wright abstained. The Board recessed.

EXECUTIVE SESSION

MOTION was made by Vice Chair Johnson and seconded by Member Stokes that the Board go into Executive Session to discuss reasonably imminent legislation.

Upon voice vote of the Board members present, the Board moved into Executive Session at 12:13 p.m.

Those present in Executive Session included Board Members Belnap, Castle, Corry, Crandall, Cummins, Elinkowski, Hansen, Huntsman, Johnson, Moss, Openshaw, Stokes, Warner, Wright; and Brad Smith, Sydney Dickson, Chris Lacombe, Nicole Call, and Lorraine Austin.

MOTION was made by Vice Chair Johnson and seconded that the Board come out of Executive Session.

Motion carried unanimously. The Board reconvened in open session at 12:35 p.m.

Advisory Group Review Task Force

MOTION was made by Vice Chair Johnson and seconded by Member Moss that the Board create an Advisory Group Review Task Force to perform a comprehensive review of advisory groups to the Board or its entities, and direct the Board Chair to appoint five Board members to comprise the Task Force. The Task Force will provide a report in the Board's September meeting that includes: 1) the composition of each advisory group and its current relationship with the Board; 2) advisory group mechanisms for reporting to and advising the Board; and 3) any other assignments made by Board leadership.

Vice Chair Johnson expressed the need for such a review to ensure that the Board is hearing from all its advisory groups and to determine whether improvements can be made in the advisory group process.

Motion carried unanimously.

Revisit Consent Calendar ItemsItem D - Contract Reports

Deputy Superintendent Dickson responded to the question of why contracts over \$100,000 were on the report for those under \$100,000. The contracts for the Electronic High School and Utah Interactive are five-year contracts which are renewed year-to-year. The total showing for the Electronic High School changes yearly depending on the courses offered. The total showing is over the span of two years; the portion coming to the Board for approval is under \$100,000. The contract for Utah Interactive is similar. It was acknowledged that the format is confusing and needs clarification.

MOTION was made by Member Stokes and seconded by Vice Chair Johnson that the Board accept the contract reports.

Motion carried unanimously.

Item C-6 - American Institutes for Research (AIR) Contract

USOE Assessment Director JoEllen Shaeffer responded to questions on the AIR contract

amendment. Dr. Shaffer distributed more detailed information about the breakdown of funds being received.

Member Moss asked how test item development, for which the funds are directed, will occur; he also asked for information about the professional development also identified for use of the money. Dr. Shaffer responded that test items are written in Utah with AIR support. They are written by Utah teachers and go through the full development process. The goal over the summer is the development of 3200 items as well as reviewing reading passages and item review. Some of the money pays stipends for teachers writing the questions; some goes to the item development processes with AIR support.

Superintendent Smith asked for the breakdown of the over \$5.2 million allotted for Utah teacher item writing and AIR review. Dr. Shaffer outlined that the money goes to AIR for a gap analysis; also \$300,000 goes to AIR for reading passages, which includes paying for copyrights. Money is paid from AIR to Utah teachers for passage reviews, for item writer trainings for teachers writing items, and for teachers to come back for a review of the items. Once the test items have been piloted, teachers are brought back again to look at the data, and again for rubric validation. There are also fairness and bias review committees.

Member Moss questioned how much money AIR is receiving. Dr. Shaeffer clarified that AIR is offsetting funds from money received from Florida. She indicated that AIR includes all the costs together, and costs it out by task. She could obtain information from AIR as to the amount that goes to Utah teachers and the amount that goes to AIR. Member Moss asked for that information, and stated his desire to ensure that it is a Utah-driven process. Dr. Shaeffer invited Board members to observe the item writing process.

Vice Chair Johnson voiced a concern about the original AIR contract. About 1-1/2 years ago the Board received a report from its internal audit staff about the contracting process in general. She has concerns that the current AIR contract references the RFP application by AIR, but doesn't explicitly include it. She expressed the desire to see a better contract than what is in place.

Superintendent Smith reported that he has asked the Board's counsel to review the

contract and provide some advice on how it should be modified to encompass the issues stated by Vice Chair Johnson, as well as privacy and other protections. One of the concerns with this particular amendment is that given the way it was structured AIR is presently in possession of Utah's money, because the payment from Florida flows to the Board through AIR. He suggested that the contract amendment before the Board include a commitment that the parties will engage in a mutual reformation of the existing contract. He indicated AIR has expressed a willingness to do that.

Member Warner asked how teachers are chosen to participate in item writing. Dr. Shaeffer reported that there is a process to recruit teachers that want to work over the summer. There is a cadre of fantastic writers that have been involved in the process for several years. New teachers are also recruited that go through an item writer training. A training is planned for the summer. Member Warner asked whether Board members can notify teachers of the training. Dr. Shaeffer responded that any certified teacher in language arts, math and science can attend.

Superintendent Smith committed to reporting back to the Board within ten days with the breakdown of the \$5.2 million for Utah teacher item writing and AIR review.

Committee Reports

AUDIT COMMITTEE

Vice Chair Jennifer Johnson reported on items from the April 16 meeting of the Audit Committee. She reminded Board members not on the committee that they are welcome to attend those meetings. Backup material from the meeting was distributed to the Board.

Kevin John, head of the performance audit staff, was introduced, along with new performance auditors Vonda Parriott and Barbie Faust.

Audit Release Process

Vice Chair Johnson reviewed a chart showing the procedures of the audit committee

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and how audits happen. When an audit is in draft format it is protected from Government Records and Management Act (GRAMA) requests. Practice has been that the Audit Committee receives a draft of an audit and may make a motion to release the audit or finalize it to the public. Currently, the full Board doesn't see the audit before the public. The Committee has suggested a different procedure for the full Board and management to simultaneously see the report, by releasing the confidential draft document to Board members. An audit charter and audit rule are being written to incorporate the process.

Report No. 2015-12 Follow-Up Monitoring of Utah Schools for the Deaf and the Blind

MOTION from Committee that the Board release Audit Report No. 2015-12 to the public.

It was noted that concerns from previous USDB audits are much improved.

Motion carried unanimously.

Audit Brief - Report USOR 15-03 *Rehabilitation Client Allegation Review*

It was noted that audit briefs are prepared by the Board Internal Audit Section.

MOTION from Committee that the Board release Report USOR 15-03 *Rehabilitation Client Allegation Review* to the public.

Motion carried.

Audit Brief - Report 15-04A DSBVI Trust Funds

Kevin John reported that the auditors found that \$1,084 of the total DSBVI trust funds were used improperly. The Division of Services for the Blind and Visually Impaired (DSBVI) is aware and has put a process in place to ensure it doesn't happen again.

Member Hansen asked whether the funds will be replaced. Vice Chair Johnson reported that there is not a recommendation coming from Internal Audit to do so.

MOTION from Committee that the Board release Report 15-04A DSBVI Trust Funds to the public.

Motion carried unanimously.

MOTION was made by Member Hansen and seconded by Member Corry that the Board direct that the \$1,084 that was used improperly be replaced in the DSBVI trust fund.

Superintendent Smith indicated he will direct staff to trace where the money went, and to take it out of the program from where it was deposited and move it back into the DSBVI Trust Fund.

Motion carried; Member Wright absent.

Base to FINET Conversion

The Committee gave substantial discussion to the transition from the agency's current BASE accounting system to FINET. More information will be coming about the conversion.

Roads to Independence Contract

USOR Rehabilitation Services Director Aaron Thompson reported that independent living centers focus on assisting clients with community integration and living independently in the home. State funds are provided for assistive technology, and the Board approves contracts to provide for independent living services.

One of the contractors—Roads to Independence (RTI)—has been investigated and an independent audit is occurring. Throughout the process USOR has been reporting to the Audit Committee. A current contract is in place and a new contract has not yet come to the Board pending further information.

Member Belnap asked whether other options are available in the area served by RTI. Superintendent Smith replied that he was unaware of any, but if the contract were terminated a new provider would have to be found.

Finance Committee

Committee Chair Jennifer Johnson reported on items from the Finance Committee.

Taxing Entity Committee (TEC) to the Redevelopment Agency of Box Elder County for the EDA 2015-1 Economic Development Area Request

The Committee reviewed a request from the Box Elder County TEC seeking tax increment participation from the taxing entities in order to incentivize Proctor and Gamble to construct a new manufacturing plant in the EDA 2015-1 Economic Development Area.

The Committee passed a motion 3-2 giving direction to the Board's representative regarding the EDA.

MOTION from Committee that the Board direct its representative to vote "no" to approving the budget of the Box Elder County EDA 2015-1 Economic Development Area.

Member Huntsman explained that one issue of concern was that the plan being considered may be too generous for Proctor and Gamble. His position is that the project is in a rural area that has gone through the process; also, the school district is supportive. Proctor and Gamble has done a similar project that was successful, and this project will bring in 150 to 200 jobs.

Member Moss expressed his belief that the Governor's Office of Economic Development (GOED) should take the lead on the project. The original project mentioned was a combination of various entities and it was not all on the backs of the local district and local county.

Member Wright reported that Proctor and Gamble has received \$85 million for its previous project, and asked for a report on that project. He shared the concern that this is on the backs of education, and added that the gross profit to Proctor and Gamble does not filter down.

Member Corry stated that in her experience on local school boards they work with state and local leaders on RDAs and start with the premise that the land is not making any money. RDAs have the promise of money coming in later, and in small rural schools that's really important.

Brad Baird, Economic Development Corporation of Utah, was invited to provide information. Mr. Baird reported that Proctor and Gamble has submitted an application for the

project to GOED that has been approved, and that the company is working with GOED similar to its last project. There is anticipation that the state will offer an additional incentive on the project.

Jason Burningham, Box Elder Redevelopment Agency, commented that the percentage for this project is very similar to the original project. The payout is post-performance driven, and the company must justify the amount.

Member Warner reported that when La-Z-Boy left that area there was a great deal of negative economic impact. She asked about the unemployment in the area of the first Proctor and Gamble project. Mr. Baird responded that unemployment has gone from 9.8 percent to 3.4 percent. The company has been a good partner that has enhanced the economy. He clarified that the project before the Board today is not the second phase of the original project, but is a new product line.

Member Stokes commented that the state loses out on the property tax for the project and the income tax that comes to public education. He suggested sending a message to GOED that if it is going to give the school children's money away, GOED needs to have a discussion with the Board. Although local communities benefit from such a project, the state level receives a double hit. Mr. Baird suggested that the president of EDC Utah and Val Hale from GOED come talk with the Board about how the decisions were reached.

Motion carried, with Members Castle, Crandall, Cummins, Huntsman, Johnson, Moss, Stokes, and Wright in favor, and Members Belnap, Corry, Hansen, Openshaw and Warner opposed.

Interim Budget and Status of Funds Report for the Utah State Office of Rehabilitation

The Committee reviewed the USOR budget summary as of April 30, 2015. It is anticipated there will be leftover funds from the \$6.3 million legislative appropriation due to implementation of the Order of Selection.

USOR Request for Federal Reallotment Money

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Analysis indicates that the USOR will be unable to sustain the required level of client services beginning July 1, 2015 unless the agency receives federal reallocation money.

MOTION from Committee that the Board give approval for USOR to request \$9 million federal reallocation funding on or after July 15, 2015.

Motion carried unanimously.

USOE/USOR Memorandum of Agreement (MOA)

The Committee postponed discussion on this item and referred it to the Audit Committee.

Review of USOR Legislative Requirements

The Committee reviewed information on USOR building block performance measures and questions from the Legislative Fiscal Analyst's Office regarding how funds are distributed within the state when passed through to local government entities. Proposed answers were presented. The LFA Office needs a response to the questions by June 1. Vice Chair Johnson asked Board members to review the questions and proposed answers.

USDB Quarterly Budget Report for the 3rd Quarter (January 1, 2015 - March 31, 2015) of State Fiscal Year 15

The Committee received the USDB report. USDB Superintendent Joel Coleman gave a progress report of USDB's financial situation since he became the USDB Superintendent. He indicated the school has adopted a mind set that nothing is sacred except taxpayers and the families they serve. He expressed his belief that USDB is within a 4-5 year cycle of becoming the best school for the deaf and the blind in the nation.

Member Castle commented that there was a period of time where the Board received complaints weekly about the school. She reported that she hasn't received any complaints that she remembers since Mr. Coleman became the Superintendent, and lauded him for the job he has done.

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Distribution Formula for Permanent State School Fund

The Committee reviewed a proposed resolution regarding an amendment to the Utah Enabling Act allowing Utah to set the distribution policy for the permanent State School Fund.

MOTION from Committee that the Board adopt *A Resolution Establishing the Official Position of the Utah State Board of Education Regarding an Amendment to the Utah Enabling Act Allowing Utah to Set the Distribution Policy for its Permanent State School Fund.*

Motion carried unanimously.

Training on Finance and Audit Items

The next finance training for Board members will be on the Money Management Act. USOE staff have been asked to make recommendations for a training schedule.

Finance Committee Requests for Data

A new request was made that staff canvas LEAs to determine their criteria for approving RDA/EDAs.

Discussions with Congressional Staff

Casey Snider from Congressman Bishop's office and Kelsey Berg from Congressman Chaffetz' office came to the committee to discuss legislation and negotiations between key stakeholders regarding potential changes in Trust Lands in the eastern part of the State.

Parker Erickson from Congressman Chaffetz' office met with the Committee to establish a relationship with the Board. He was made aware of the proposed resolution on changing the distribution formula for the permanent State School Fund.

Law and Licensing Committee

Committee Chair Mark Openshaw reported on the following items from the Committee.

R277-609 Standards for LEA Discipline Plans

Amendments to R277-609 to include protections for all Utah students regarding the use of emergency safety interventions were reviewed. The Committee proposed additional amendments, and an updated rule was distributed. The Committee approved amendments to R277-609 on first reading.

MOTION from Committee that the Board approve R277-609 *Standards for LEA Discipline Plans* on second reading.

Member Warner thanked the Disability Law Center for its collaboration on this rule.

Motion carried; Member Johnson absent.

Least Restrictive Behavior Interventions (LRBI) Technical Assistance Manual

The Committee deferred approval of the Manual to a future meeting following final approval of R277-609.

Utah Professional Practices Advisory Commission Rules R277-200 through R277-206

House Bill 345 *Education Abuse Policy*, passed in the 2015 Legislative Session, changed rulemaking authority from the Utah Professional Practices Advisory Commission (UPPAC) to the Utah State Board of Education. New rules R277-200 through R277-206 were created in response to the legislation. The Committee approved the rules, with amendments to R277-200 and R277-202, on first reading. Updated rules amended by the Committee were distributed.

MOTION from Committee that the Board approve the following rules on second and final reading, direct staff to prepare rules regarding presumptions which will be brought to a future Board meeting for review and approval, and file the rules following this approval:

- R277-200 *Utah Professional Practices Advisory Commission (UPPAC) Definitions.*
- R277-201 *Utah Professional Practices Advisory Commission (UPPAC) Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions.*
- R277-202 *UPPAC Hearing Procedures and Reports.*
- R277-203 *Request for Licensure Reinstatement and Reinstatement Procedures.*
- R277-204 *Utah Professional Practices Advisory Commission Review of License Due to*

Background Check Offenses.

- R277-205 *Alcohol Related Offenses.*
- R277-206 *Drug Related Offenses.*

Motion carried; Member Johnson absent.

Repeal of Utah Professional Practices Advisory Commission (UPPAC) Rules

R686-100 through R686-105

Due to legislation outlined in the item above, and upon approval of new rules R277-200 through R277-206, UPPAC rules R686-100 through R686-105 were presented for repeal. The Committee approved repeal of the rules on first reading.

MOTION from Committee that the Board repeal the following rules on second and final reading, but delay the filing until after rules R277-200 through R277-206 have been filed:

- R686-100 *Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions.*
- R686-101 *UPPAC Hearing Procedures and Reports.*
- R686-102 *Request for Licensure Reinstatement and Reinstatement Procedures.*
- R686-103 *Utah Professional Practices Advisory Commission Review of License Due to Background Check Offenses.*
- R686-104 *Alcohol Related Offenses.*
- R686-105 *Drug Related Offenses.*

Motion carried; Member Johnson absent.

R277-419 *Pupil Accounting*

The Committee reviewed amendments to R277-419 to provide that an LEA may enroll students in both traditional and nontraditional programs and clarify that a home school program does not qualify for public school funding. The Committee made amendments to the rule and an updated rule was distributed to the Board.

The Committee approved amendments to R277-419 on first reading.

MOTION from Committee that the Board approve R277-419, as amended, on second and final reading, and direct staff to file the rule following this approval.

Motion carried; Member Johnson absent.

R277-417 Prohibiting LEAs from Offering Incentives or Reimbursements for Enrollment or Participation

During the April meeting of the Law and Licensing Committee, there was discussion regarding repealing emergency rule R277-419-9 and creating new rules to codify portions of R277-419-9. New rule R277-417 codifies a portion of that rule.

The Committee made amendments to R277-417 and an updated rule was distributed.

MOTION from Committee that the Board approve new rule R277-417 *Prohibiting LEAs from Offering Incentives or Reimbursements for Enrollment or Participation* on second and final reading, and direct staff to file the rule following this approval.

Member Belnap referenced Section 3D(1), lines 80-81, and questioned whether there would ever be an instance where reimbursement would be given to all students. Associate Superintendent Angela Stallings responded this was something the Committee didn't consider. Superintendent Smith opined that a Title I school might have the obligation to provide fee waivers or reimbursements to all.

MOTION TO AMEND was made by Member Belnap and seconded by Member Castle that lines 80-81 be removed and the lines following be renumbered.

Motion to amend carried.

Motion as amended carried.

R277-418 Nontraditional and Competency Based Program Standards

New rule R277-418 was written, as the rule above, to codify portions of emergency rule R277-419-9. The rule defines a non-traditional program and provides administrative procedures and requirements for nontraditional programs.

The Committee made amendment to the rule, and an updated rule was distributed to the

Board. The Committee approved R277-418 on first reading.

MOTION from Committee that the Board approve new rule R277-418 *Nontraditional and Competency Based Program Standards* on second and final reading, and direct staff to file the rule following this approval.

Motion carried.

R277-487 Public School Data Confidentiality and Disclosure

The Committee reviewed amendments to R277-487 made to incorporate student privacy issues currently in emergency rule R277-419-9. The amendments require an LEA to ensure that a third party working with the LEA complies with certain student privacy and data security requirements.

The Committee made further amendments, and an updated rule was distributed to the Board. The Committee approved R277-487, as amended, on first reading.

MOTION from Committee that the Board approve R277-487 *Public School Data Confidentiality Disclosure* on second and final reading, and direct that the rule be filed following this approval.

It was noted that the Committee gave staff direction to bring this rule back for additional discussion to include a chief privacy officer.

Motion carried.

R277-500 Educator Licensing Renewal, Timelines, and Required Fingerprint Background Checks

The Committee reviewed proposed amendments to R277-500 made in response to 2015 legislation, H.B. 124 *Education Background Check Amendments*. In addition, the rule was considered for continuation.

The Committee made additional amendments and an updated rule was distributed to the Board. The Committee approved amendments to R277-500, and continuation of the rule, on first reading.

MOTION from Committee that the Board approve R277-500 *Educator Licensing Renewal,*

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Timelines, and Required Fingerprint Background Checks, as amended, and continuation of the rule, on second reading.

Motion carried.

R277-516 Education Employee Required Reports of Arrests and Required Background Check Policies for Non-licensed Employees

The Committee reviewed proposed amendments to R277-516 made in response to 2015 legislation, H.B. 124 *Education Background Check Amendments*. The Committee made additional amendments, and an updated rule was distributed to the Board.

The Committee approved amendments to R277-516 on first reading.

MOTION from Committee that the Board approve R277-516 *Education Employee Required Reports of Arrests and Required Background Check Policies for Non-licensed Employees*, as amended, on second reading.

It was noted that the Committee held a discussion regarding the effect this policy may have on volunteerism, in particularly on field trips with a non-licensed volunteer parent. There may need to be some legislative changes.

Motion carried.

Standards and Assessment Committee

Committee Chair Laura Belnap reported on the following items from the Committee.

R277-107 Educational Services Outside of Educator's Regular Employment

Rule R277-107 was reviewed by the Committee consistent with the Utah Administrative Rulemaking Act five-year review requirement. The committee took no action on the rule.

The Committee had a robust discussion regarding Section 6(D), lines 155-162. Member Stokes expressed the concern that any time there is a gift or award to a teacher it wouldn't be allowed under the rule.

Member Belnap reminded the Board that the Utah Employees Ethics Act is overarching

here. Associate Superintendent Angela Stallings noted that the rule came before the Board because it is up for five-year review and must be filed by July 1, 2015 or it will expire. She reported that the Utah Employees Ethics Act wording is a little different than the rule wording, so the rule could be amended to make it consistent with the law. The language could also be changed to say that employees are subject to the Ethics Act.

MOTION was made by Member Belnap and seconded by Member Corry that the Board approve R277-107 *Educational Services Outside of Educator's Regular Employment*, as amended, and continuation of the rule, on first and second reading.

Motion carried; Member Wright absent.

Secondary Mathematics Standards Release for 90-day Review

In March 2015, a Standards Review Committee for Secondary Mathematics made general recommendations for revising the Utah Core Secondary Mathematics Standards, and the Board approved the committee recommendations. The Standards were revised based on the recommendations.

MOTION from Committee that the Board approve releasing the revised Secondary Mathematics Standards for 90-day public review.

Motion carried; Member Wright absent.

Fine Arts Standards Revision

The Fine Arts Standards have been revised by a team of fine arts teachers, district curriculum specialists, and university representatives. New draft standards have also been created in Media Arts.

The Committee gave direction to staff to reformat the standards and bring them back for consideration in June.

Uniform Growth Goal Recalculation

R277-406 *K3 Reading Improvement Program and the State Reading Goal* includes

provisions for the Board to develop uniform standards for acceptable growth goals that a local education agency (LEA) adopts. LEA funding is tied to successful attainment of the Uniform Growth Goal.

A new growth plan was reviewed by the Committee, and the Committee directed staff to incorporate the plan into a Board rule, ensuring that schools will not lose funding, and bring the rule to the Committee for consideration.

School Readiness Funding

The School Readiness Initiative passed during the 2014 Legislative Session authorizes the Board to solicit proposals from qualifying public school early childhood education programs for quality school readiness grants. Four LEAs were funded through grants in FY 2015; however, additional funds remained and the grant application process was reopened. The Committee received recommendations for funding additional programs.

MOTION from Committee that the Board approve funding from the School Readiness Initiative for Grand School District and Logan City School District.

Motion carried; Member Wright absent.

Distribution of FY 16 Funds to Science Education Enhancement Institutions (iSEE) and Provider Organizations

In accordance with R277-444 *Distribution of Funds to Arts and Sciences Organizations*, the Board administers allocations and budget requests associated with the Science Outreach line item funding amongst the current informal science education enhancement (iSEE) institutions. In the 2015 Legislative Session, an additional \$940,000 in ongoing money was allocated for the current iSEE organizations and an additional \$850,000 was allocated for new iSEE provider organizations.

The Committee received recommendations for the distribution of those funds.

MOTION from Committee that the Board approve the recommendations as proposed for distribution of the new money to iSEE providers.

It was noted that the two new organizations recommended are Hawk Watch and Thanksgiving Point.

Motion carried; Member Wright absent.

R277-410 Accreditation of Schools

Recent changes in accreditation procedures are not currently reflected in Board rule. In the Board's April 2015 meeting, the Law and Licensing Committee reviewed amendments to R277-410 to incorporate changes to accreditation procedures.

The Committee took no action. There were concerns about the process that the Board can approve accreditation, but cannot remove accreditation. The Board can remove approval of the accreditation or invite AdvancedEd to do another review of the school. It was noted that the Board already has the authority to ask AdvancedEd for a review and this does not need to be in rule.

MOTION was made by Member Belnap and seconded by Vice Chair Johnson that the Board approve R277-410 *Accreditation of Schools* as amended, and continuation of the rule, on first and second reading.

MOTION TO AMEND was made by Member Stokes and seconded by Member Openshaw that Section 4G, lines 97-102 be removed.

Deputy Superintendent Dickson suggested that one advantage to leaving the wording in the rule is it might give schools a better understanding that at any time the Board can ask for a review or withdraw its approval.

Motion to amend carried, with Members Castle, Cummins, Corry, Crandall, Hansen, Huntsman, Johnson, Moss, Openshaw, Stokes and Warner in favor, and Member Belnap opposed.

Motion carried; Member Wright absent.

Standards Adoption Process

In its April 2015 meeting, the Committee determined that an official process for

standards adoption by the Board was necessary to ensure that Board members and staff had a common understanding and expectation of what the process entails. A proposed process was developed and presented to the Committee.

Member Cummins reviewed that the twelve-step process is designed to allow the revision process to move forward in a open and public manner, but without micro-management. The process allows for feedback from the Board all along the way. The Committee suggested that the updated process would replace the Board timeline and approval for standards currently in place.

MOTION from Committee that the Board approve the standards adoption process as amended.

Member Castle asked if there are efforts being made to include in this vetting process a way for minorities or non-English-speaking people to be involved. Member Belnap reported that there will be subtopics under the process, and this could be one. Dr. Dickson responded that staff is working to ensure that committees are more representative of the students they serve. Member Belnap suggested putting the standards out in different languages during the 90-day review.

Member Moss indicated it would be helpful for him to know the reason for revising the standards before the process begins. Member Cummins responded that the process was developed with the intent that it can be stopped at any point.

Member Openshaw noted that he likes the idea of beginning with the current standards and building on what we know is good, which ensures that the roots stay ours. Member Cummins commented that there may be a need to look outside of Utah to make sure Utah educators have all the resources they need and we are not isolating them.

Motion carried; Member Wright absent.

MOTION from Committee that the timeline approved by the Board be replaced with the new process.

Member Corry voiced a concern that if the timeline is eliminated, something might be missed. Dr. Dickson responded that in the past, most of the standards revisions have been

requested by the field.

Motion carried; Member Wright absent.

Member Belnap reported that the Committee also reviewed how the standards are formatted, and saw a need for a standard format.

MOTION from Committee that the Board direct staff to develop proposed standardized frameworks and terminology for standards and technology.

Member Castle asked for the predicted timeline for the Fine Arts Standards revision, and questioned whether if those standards must go through the standardized formatting, they will be ready for the 2015-2016 school year. Member Belnap reported that the intent is for the Fine Arts Standards to come back to the Committee in June. Fine Arts Specialist Cathy Jensen expressed hope that the Standards would be ready in time for professional development in 2015-2016 and implementation in 2016-2017.

Motion carried; Members Stokes and Wright absent.

Superintendent's Report

Superintendent Brad Smith reported on the following:

- A schedule for USOE budget presentations was distributed. Board members were invited to attend.
- A very specific issue has emerged regarding parental opt out. With Senator Osmond's amendment to the parental bill of rights and testing opt out procedure, the provisions take effect on May 12. It is anticipated the Board will pass a rule to implement the changes. The Board has up to 120 days after the effective date of the law to pass a Board rule. Senator Osmond, legislative staff, and USOE staff anticipated the amendments passed would not be effective until the 2015-16 school year. However, now the presently existing statute will be repealed as of May 12, and the parental opt out provisions that similarly exist will be repealed. Also, a Board rule is in process, and people from the field are repeatedly asking for the rule. Superintendent Smith recommended the Board allow the clock on this rule to wind

down, as it doesn't make sense for the Board to make a policy that will only be in place for a week or so.

- A proposed memo from Superintendent Smith to LEA heads regarding fees for the use of the Aspire system was distributed. The Free Market Protection and Privatization Board issued a decision in January finding that Aspire, the student information system that the USOE runs, constitutes unfair competition, and they made a series of recommendations. During the 2015 legislative session Superintendent Smith represented to the Education Appropriations Subcommittee that immediate steps would be taken to mitigate the concerns of the Privatization Board. In order to charge a fee for use of the system, that fee must be approved by the legislature. Notwithstanding the request for authorization to charge a fee, the fee authorization failed to be requested, and therefore, the office does not have legal authorization to charge a fee. This memo corrects the expectation that a fee would be charged, and without further direction from the Board, the memo will be sent today.
- The Governor's office has requested that Superintendent Smith join with Governor Herbert in executing a letter calling on members of Congress to look at ESEA reauthorization. In particular, this is an authorization to direct governors to enter into the authorization process. It is focused on those non-education parts of cooperation that are required, such as early childhood education and workforce services. Superintendent Smith requested that Board leadership review the letter and give him feedback, including a direction to sign or make amendments to the letter. It was suggested that Board members review the letter and give feedback to Board leadership. Vice Chair Johnson indicated she would like to know what type of bill language would be sought be such a letter.
- Superintendent Smith is working with Associate Superintendent Stallings to draft an outline of the regulatory structure required in S.B. 235 *Education Modifications, School Turnaround and Leadership Development Act*. The responsibility for this

program will be retained in his office directly. Projects presently in development are the Principals Academy and the University of Virginia turnaround leader program. It is anticipated something will be in process that can be presented to Senator Niederhauser in the fall.

- A framework from the Board retreat is being developed and a series of strategic planning meetings will be held throughout the summer, with the intent that a few Board members could attend each meeting.

AIR Contract Revisited

JoEllen Shaeffer provided more information about the AIR contract, and Superintendent Smith reviewed the breakdown of the \$5.2 million referenced in an earlier discussion with rough figures from AIR: approximately \$2 million will go to Utah teachers and/or for the sponsoring of the teacher groups, including hard costs for travel, lodging and stipends; \$3.2 million does include some fees to Utah teachers employed by AIR, but the remainder will go to AIR for their labor and psychometric work. The urgency is that if the contract amendment isn't approved today, the anticipated work cannot start in June.

Superintendent Smith requested that the Board approve the AIR contract amendment with three caveats: 1) that a provision be included for a fully reviewed and drafted contract governing the Board's entirety of the relationship with AIR; 2) that a line item breakdown be provided; and 3) that the Board allow some discretion on the Superintendent's part that if the answers sought are not satisfactory, he is not compelled to execute the contract.

Vice Chair Johnson requested that Board leadership be involved in the review as well.

It was clarified that teachers paid a stipend through AIR to develop test questions for Utah are not employed by AIR, and the test questions they develop will belong to Utah. Some teachers may be hired as independent contract employees by AIR to be involved in AIR processes. That employment is independent of the contract with Utah and does not affect Utah ownership of its questions.

Member Moss expressed discomfort with that process. He questioned whether part of

the \$3.2 million going to AIR includes \$5,000 paid to independent contractors. Superintendent Smith indicated that it is his understanding that as part of their provision of services, AIR provides additional material necessary to validate the questions. Contractors are hired to do validation work on Utah questions. Member Moss questioned why we aren't paying our teachers directly for test item development and paying AIR less.

Member Huntsman also expressed concerns and indicated he would like to read the contract himself. He felt the issues can't be resolved until the Board has reviewed the contract.

MOTION was made by Vice Chair Johnson and seconded by Member Corry that the Board approve the contract as presented with the provision that both Board leadership and Superintendent Smith can decline signing the contract if there is additional cause for concern, and that the contract be made available for Board review.

It was suggested that as Board members review the contract, they pass along concerns to Board leadership.

Vice Chair Johnson expressed that if the contract is not approved, another summer for test item development could be lost. Another option would be for the Board to hold an electronic meeting to further address the contract if needed.

Motion failed, with Member Corry, Cummins, Openshaw and Johnson in favor, and Members Belnap, Castle, Crandall, Hansen, Huntsman, Moss and Warner opposed; Members Stokes and Wright absent.

MOTION was made by Member Moss and seconded by Member Huntsman that the Board receive the details of the contract and hold an electronic meeting to discuss approval of the contract as soon as possible.

Motion carried; Member Stokes and Wright absent.

Executive Session

MOTION was made by Member Moss and seconded by Member Corry that the Board go into Executive Session for the purpose of discussing the character, professional competence,

and physical or mental health of individuals and pending litigation.

Upon voice vote the Board moved into Executive Session at 4:15 p.m.

Those present in Executive Session included Board Members Belnap, Castle, Corry, Crandall, Cummins, Elinkowski, Hansen, Huntsman, Johnson, Moss, Openshaw, and Warner; and Brad Smith, Sydnee Dickson, Lorraine Austin, Nicole Call and Chris Lacombe.

MOTION was made by Member Cummins and seconded by Vice Chair Johnson that the Board come out of Executive Session.

Motion carried. The Board reconvened in open meeting at 4:50 p.m.

Executive Session Items

MOTION was made by Vice Chair Johnson and seconded by Member Moss that the Board deny the application for Athlos Academy for the following reasons and send it back to the State Charter School Board:

1. The recent turnover of the Athlos Academy Board during the critical charter approval process.
2. The current governing board has only three people so it constitutes a quorum when two of them talk or meet with each other; thus, it would be difficult to get work done without violating the Open and Public Meetings Act.
3. There are concerns with the accuracy of information about relationships the educational service provider of Athlos has with two Utah charter schools.
4. Information regarding past history in other states causes concern that there may be a lack of clarity between the governing board of Athlos and the administrative leadership of the school provided by the educational service provider.
5. The change in decision by the Utah State Charter School Board between its January and May 2015 meetings regarding their recommendation on this application.
6. There was testimony today that some months of further application revision would be productive.

Motion carried; Members Stokes and Wright absent.

Digital Teaching and Learning Program

Associate Superintendent Stallings distributed information about the Digital Teaching and Learning Program established by S.B. 222 *Digital Teaching and Learning Program Proposal* (2015 Legislative Session). She gave a brief summary of what has happened to date to move forward with implementing the program and a proposed timeline was distributed. She indicated the next step for the Board is to select members for the required task force.

MOTION was made by Vice Chair Johnson and seconded by Member Moss that the Board appoint Vice Chair David Thomas and Members Mark Openshaw and Laura Belnap to the Digital Teaching and Learning Task Force.

Motion carried.

Superintendent Stallings will work with those Board members and Superintendent Smith to fill out the rest of the task force.

Science Standard Adoption Process

Deputy Superintendent Sydnee Dickson updated the Board on the three public meetings that have been held on the Secondary Science Standards. Two others are still to be held. Once the meetings have been completed, the data from the meetings will be gathered and the raw data, as well as a summary, will be provided to the Board.

Dr. Dickson reported that for the most part the attendance at meetings has been balanced between those that support the standards and those that do not, and a great deal of data has been collected. She noted that the comments have generally fallen into two categories—those specific to the standards and those that are philosophical. There have also been questions regarding the definition of a standard. Staff are already considering the feedback.

Member Moss commented that there has been some confusion regarding the intent of the meetings, and it needs to be made clear that the public meetings are part of the process and the standards are not set.

Dr. Dickson responded that it is being made clear up front at the meetings that the

input is going back to the Board. She noted that staff are there to listen and capture the comments, and as a result, there will be changes to the standards.

Member Hansen asked whether the standards will be presented to district superintendents. Dr. Dickson explained that staff has worked directly with the district curriculum directors, and that superintendents have been invited to the public meetings. There is not a specific meeting for superintendents, but one could be scheduled if they desire.

Member Moss reminded the Board that there has been a request to stop the process. He commented that he too had concerns, but it is clear that some of the concerns are unfounded. The standards are a living document and there will still be changes.

It was also made clear that after the 90-day comment period is over and changes are made to the standards, they must still come before the Board for approval.

Member Corry expressed her appreciation to Dr. Dickson and her staff that are going to the meetings.

Executive Session

MOTION was made by Vice Chair Johnson and seconded by Member Moss that the Board go into Executive Session to discuss the character, professional competence, or professional or mental health of individuals.

Upon voice vote of the Members present, the Board moved into Executive Session at 5:25 p.m.

Those present in Executive Session included Board Members Belnap, Castle, Corry, Crandall, Cummins, Hansen, Huntsman, Johnson, Moss, Openshaw and Warner; and Sydnee Dickson, Lorraine Austin, Ben Rasmussen, Rachel Terry, and Chris Lacombe.

MOTION was made by Member Cummins and seconded by Vice Chair Johnson that the Board come out of Executive Session.

Motion carried. The Board reconvened in open session at 5:55 p.m.

Executive Session Items

DRAFT

Utah Professional Practices Advisory Commission (UPPAC) Cases

MOTION was made by Member Corry and seconded by Member Hansen that the Board accept the UPPAC recommendation in Case No. 14-1226 and suspend the educator's Level 2 Education License for two (2) years with conditions from the date of Board action pursuant to a stipulated agreement. Reinstatement, following a UPPAC hearing and recommendation, is subject to Board approval.

Motion carried, with Vice Chair Johnson opposed; Members Castle, Stokes and Wright absent.

MOTION was made by Member Warner and seconded by Member Moss that in Case No. 12-1058 the Board accept Assistant Attorney General Chris Lacombe's findings in the State Board of Education Decision and Remand Order and send the case back to UPPAC for a hearing.

Motion carried; Members Stokes and Wright absent.

Appointments

MOTION was made by Member Hansen and seconded by Member Corry that the Board appoint Jet Viehweg Warr to the State Instructional Materials Commission as a secondary teacher representative for a term of four years from the date of appointment.

Motion carried; Members Stokes and Wright absent.

MOTION was made by Member Hansen and seconded by Vice Chair Johnson that the Board appoint the following to the Paraeducator to Teacher Scholarship Selection Committee for one-year terms: Linda Hansen—USBE representative; Marilyn Likins and Janet Gibb—general public representatives.

Motion carried; Members Stokes and Wright absent.

MOTION was made by Vice Chair Johnson and seconded by Member Huntsman that the Board direct Superintendent Brad Smith to appoint additional members to the Paraeducator to Teacher Scholarship Selection Committee as needed.

Motion carried; Members Stokes and Wright absent.

Board Member Closing Comments

Vice Chair Johnson announced that it is Teacher Appreciation Week, and expressed her thanks to Utah teachers for their work.

Adjournment

MOTION was made by Member Openshaw and seconded that the meeting adjourn.

Motion carried. The meeting adjourned at 6:00 p.m.

Lorraine Austin, Board Secretary

Minutes pending approval

C-3 *June*
 Aug. 95

UTAH STATE OFFICE OF EDUCATION/UTAH STATE OFFICE OF REHABILITATION

Contract Information

State No. _____
 Agency No. For Office Use Only *5221*

Contractor and Address: **Multidimensional Software Creations (MDSC)**
 P.O. BOX 6115
 North Logan, UT 84341-6115
 Vendor No. VC0000173814
 Commodity 92045

Agency Monitor	Betsy Sutherland	Amount \$	278,222	From	July 1, 2015	To	June 30, 2020
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Schedule of Payments
 Reimbursement requests for actual expenditures may be requested as often as monthly but at least quarterly. Invoices are required with requests. Expenditures through June 30 of each year will need to be requested by invoice and received by our office no later than July 5.

Purpose of Contract: To provide continuing development, enhancements, deployment, training and maintenance for the Utah State Office of Education Transition from Early Intervention Data Information System (TEDI)

Correlation with Board Goals
 Services for students with special needs.

		Yes	No
Greater than \$5,000	This contract was entered into as a result of the state-level bidding process or preapproved sole source SS#15330	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Less than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	<input type="checkbox"/>	<input type="checkbox"/>
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.	<input type="checkbox"/>	<input type="checkbox"/>
General Information	The contract was awarded using appropriate policy and procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	The employment goals of the affirmative action program were followed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	A conflict of interest involving USOE/USOR staff exists.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	The contract uses federal funds.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Agency approval certifies that all parties herein receiving fees, stipends or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political sub-division (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request.

mb 5-22-15

Fund	Agency	Organ	Approp	Object	Activity	Project
2480	400	0780	PAT	6137	T195	78072000

Glennie Gallo 5/15/15
 Upon final approval by State Finance:
 Original: attach to documents
 Duplicate: division accountant
 Triplicate: division/unit
 Quadruplicate: Board agenda
 Submitted by: Sandra Cox

Division Superintendent or Designee _____ Date _____
 Accounting _____ Date _____
 Superintendent/Executive Director or Designee _____ Date _____

June

UTAH STATE OFFICE OF EDUCATION/UTAH STATE OFFICE OF REHABILITATION

Amendment # 2

Contract INFORMATION

State No. 146121
Agency No. <i>5026</i> For Office Use Only

Contractor and Address ACT, Inc. 2201 North Dodge Street IOWA City, IA 52243		Vendor No. 92283A
		Commodity Code

Agency Monitor	Amount	From	To
Jo Ellen Shaeffer Joe Borrack	2,469,145.00	8/1/2015	8/31/2016

Schedule of Payments	Original Amount	\$ 4,140,750.00
	Amendment # 1	\$ 0.00
	Amendment # 2	\$ 2,469,145.00
	Total Amount	\$ 6,609,895.00

Purpose of Contract
To exercise an available one-year contract extension; to enact the college readiness examination mandate in Senate Bill 175 (2013); and to add \$470,000.00 one-time funds from House Bill 2 (2015).

Greater than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	Yes XX	No
	The proposals were reviewed by an in-agency committee, and the least costly and best performance proposal was selected.	XX	
Less than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least costly and best performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	XX	
	The employment goals of the affirmative action program were followed.	XX	
	A conflict of interest involving USOE/USOR staff exists.		XX
	The contract uses federal funds.		XX

Agency approval certifies that all parties herein receiving fees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request. Upon final approval by State Finance:

Fund	Agency	Organ	Approp	Object	Activity	Rep Cat	Project
2480	400	0760	PAJ	6137	T015		76030000
2480	400	0760	PAJ	6137	T016		76030000

Division Superintendent or Designee	Date
Accounting	Date
Superintendent/Executive Director or Designee	Date

Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit
Prepared by: Ngreen

June 9/2015 C-3

Contract INFORMATION

State No.
Agency No. 5231

Contractor and Address Registry of Interpreters for the Deaf 333 Commerce Street Alexandria, VA 22314	Commodity Code
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Agency Monitor: Marilyn Call Amount \$ \$ 114,156.00 From July 1, 2015 To June 30, 2020

Schedule of Payments:
Following provision of interpreter for the Deaf certification tests are performed as billed per individual tested.

Purpose of Contract:
To provide quality assurance American Sign Language (ASL) National Interpreter Certification and Certified Deaf Interpreter testing and re-testing (if needed) of interpreter mentees participating in the Interpreter Certification Advancement Network (ICAN) interpreter mentoring program under the Div. of Services to the Deaf and Hard of Hearing.

Correlation with Board Goals:

Greater Than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed). SS 15349	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
	The proposals were reviewed by an in-agency committee, and the least-Costly and best-performance proposal was selected. (Sole Source.)		X
Less than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least-Costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.		X

Agency approval certifies that all parties herein receiving fees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request.

Fund	Agency	Organ	Approp	Object	Activity	Rep Cat	Project
2480	400	3375	PBE	6135	T816		37527

(Colors; white, yellow, pink)

Division Superintendent or Designee _____ Date _____

Upon final approval by State Finance:
Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit
Quadruplicate: Board agenda

Accounting _____ Date _____

[Signature] _____ **5/28/15** _____
Superintendent/Executive Director or Designee Date

007 03

AMENDMENT #2

UTAH STATE OFFICE OF EDUCATION/UTAH STATE OFFICE OF REHABILITATION

Contract Information

State No. 126402

Agency No. For Office Use Only

Contractor and Address: Precision Exams LLC
476 West 50 North
American Fork, UT 84003

Agency Monitor: Greg Richens

Amount \$ 128,727 From 6/1/2015 To 6/30/2017

Vendor No: VC0000164863
Commodity Code:

Schedule of Payments
Payments will be disbursed as invoiced by Precision Exams LLC

Original - \$ 522,000
Amendment 1 - \$2,088,000

Purpose of Contract
The purpose is to enhance the existing Precision Exams Industry Exams Reporting Tool to support the ability to upload full class rosters with associated scores and pass/fail data, to associate exams to specific LEA's and to separate program types in different reports.

Correlation with Board Goals

Greater than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed)	Yes X	No
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.	X	
Less than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	N/A	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.		X

Fund	Agency	Organ	Approp	Object	Activity	Rep Code	Project
2480	400	2807	PKG	6137	T015		80701000
2480	400	0662	PAM	6137	T015		6624000



Upon final approval by State Finance:
Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit
Quadruplicate: Board agenda

Associate Superintendent or Designee _____ Date _____

Accounting _____ Date _____

Associate Supt. Admin./Exec. Director _____ Date _____

June

C-3
5-2002

Amendment #1

UTAH STATE OFFICE OF EDUCATION/UTAH OFFICE OF REHABILITATION

Contract

INFORMATION

State No.	111638
Agency No.	5222

Contractor and Address Price Acquisitions, LLC c/o General Property Management P.O.Box 177 Spanish Fork, UT 84660 801-465-8000 John Ashforth Property Manager	Vendor No. VC0000175852
	Commodity Code 97145

Agency Monitor Mike Wollenzien Amount \$ 339,540.00 From 05/01/2016 To 04/30/2021

Schedule of Payments:	Original Contract Amount	\$ 317,677.02
	Total of Previous Amendments	\$
	Current Amendment	\$ 339,540.00
	Total Amount of Contract	\$ 657,217.02
To be paid by monthly installments		

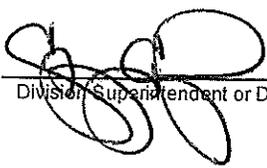
Purpose of Contract: To lease office space for the Division of Rehabilitation Services located at 475 W Price River Drive, Price UT

Correlation with Board Goals:

Greater Than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	Yes	No
	The proposals were reviewed by an in-agency committee, and the least-Costly and best-performance proposal was selected.	X	
Less than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least-Costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOR/USOR staff exists.		X
	The contract uses federal funds.	X	

Agency approval certifies that all parties herein receiving fees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request.

Fund	Agency	Organ	Approp	Object	Activity	Rep Cat	Project
240	400	3172	PBC	6161	T 623	F	17255000
240	400		P		T	F	
240	400		P		T	F	

 _____
Division Superintendent or Designee

5/15/2015 _____
Date

Upon final approval by State Finance:
Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Accounting _____
Date

Superintendent/Executive Director or Designee _____
Date

Contract

State No.
Agency No. <u>5225</u>

Contractor and Address: Additional vendors to be determined based on RFP process that closes June 11th and being evaluated June 17 th . Licenses need to be determined per awarded vendor, per legislative mandate by August 1 st .		Vendor No.
		Commodity Code:

Agency Monitor: Jennifer Thronsdon	Amount: \$ 3,000,000	From: 08/01/2015	To: 07/31/2020
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Schedule of Payments: Payment upon final approval of contract.

Purpose of Contract:
Interactive computer software to address Literacy early intervention. This RFP and ultimate award is to expand the vendor pool for Literacy Intervention Software.

Correlation with Board Goals:
In correlation of FY 13 HB513and FY15 SB001: To provide adaptive learning technology and assessments for early intervention students.

Greater than \$5,000	This contract was entered into as a result of the state-level bidding process.	Yes X	No
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		X
Less than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.		X

	Agency	Organ	Fund	Object	Activity	Project	Phase
2480	400	2802	PKA	6137	T016	80201	000
2480	400		PA		T		000
2480	400		PA		T		

Agency approval certifies that all parties herein receiving fees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request. Upon final approval by State Finance:
Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Division Superintendent or Designee Date

Accounting Date

Superintendent/Executive Director or Designee Date

Contract INFORMATION

State No.146378
Agency No. <u>5227</u>

Contractor and Address: Old Dominion PO Box 60908 Charlotte, NC 28260-0908	Amendment 1	Vendor No. 121670A
		Commodity Code: 96286

Agency Monitor: Amy Woolsey Amount: \$330,000.00 From: 8/1/2015 to 7/31/2016

Schedule of Payments: Monthly as required Original \$330,000.00 1st amendment \$330,000.00 total \$660,000.00

Purpose of Contract: Transportation of USDA Foods for the Child Nutrition Programs

Correlation with Board Goals:

Greater than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed). RQM 400 42-7	Yes X	No
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.	X	
Less than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.	X	

Fund	Agency	Organ	Approp	Object	Activity	Rep Cat	Project
2480	400	2502	PDA	6133	T026	50206	000
2480	400	2502	PDA	6133	T406	50201	000

Agency approval certifies that all parties herein receiving fees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request. Upon final approval by State Finance:

Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Division Superintendent or Designee Date

Accounting Date

Superintendent/Executive Director or Designee Date

Contract INFORMATION

State No.	990226
Agency No.	5235

Contractor and Address Department of Administrative Services DFCM 4130 State Office Building Salt Lake City, Utah 84114	Vendor No.
	Commodity Code

Agency Monitor *M Wollenzlein/S Cummings* Amount \$ 108,000.00 From July 1, 2015 To June 30, 2016

Schedule of Payments:	Original contract amount	15,000.00
	Total previous amendments	1,175,570.50
	Current amendment	108,000.00
	Total amount of contract	\$1,298,570.50

Making quarterly payments in the amount of \$27,000.00 due the end of the first month of each fiscal quarter.

Purpose of Contract: To renew the operating and maintenance agreement between DFCM and the Utah State office of Rehabilitation, Division of Services for the Deaf and Hard of Hearing located at 5709 S 1500 W, Taylorsville, UT

Correlation with Board Goals:

Greater Than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	Yes	No X
	The proposals were reviewed by an in-agency committee, and the least-costly and best-performance proposal was selected.	X	
Less than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least-costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOR/USOR staff exists.		X
	The contract uses federal funds.	X	

Agency approval certifies that all parties herein receiving fees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request.

Fund	Agency	Organ	Approp	Object	Activity	Rep Cat	Project
240	400	3375	PBE	6171	T <i>985</i>	F	37505000
240	400		P		T	F	
240	400		P		T	F	

[Signature]
Division Superintendent or Designee
Date: 5/11/15

Upon final approval by State Finance:
Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Accounting _____ Date _____
Superintendent/Executive Director or Designee _____ Date _____

Contract INFORMATION

State No.
Agency No. <i>5237</i>

Contractor and Address Department of Administrative Services DFCM 4130 State Office Building Salt Lake City, Utah 84114	Vendor No.
	Commodity Code

Agency Monitor *M Wollenzeln/S Cummings* Amount \$ 124,027.00 From July 1, 2015 To June 30, 2016

Schedule of Payments:	Original contract amount	\$ 124,027.00
	Total previous amendments	00.00
	Current amendment	00.00
	Total amount of contract	\$ 124,027.00

Making quarterly payments in the amount of \$31,006.75 due the end of the first month of each fiscal quarter.

Purpose of Contract: To renew the operating and maintenance agreement between DFCM and the Utah State office of Rehabilitation, Division of Services for the Blind and Visually Impaired, located at 250 N 1950 W Salt Lake City, UT

Correlation with Board Goals:

Greater Than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	Yes	No X
	The proposals were reviewed by an in-agency committee, and the least-costly and best-performance proposal was selected.	X	
Less than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least-costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOR/USOR staff exists.		X
	The contract uses federal funds.	X	

Agency approval certifies that all parties herein receiving fees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request.

Fund	Agency	Organ	Approp	Object	Activity	Rep Cat	Project
240	400	3441	PBB	6171	T 625	F	44101000
240	400		P		T	F	
240	400		P		T	F	

[Signature]
Division Superintendent or Designee

5/11/15
Date

Upon final approval by State Finance:
Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Accounting _____ Date _____

Superintendent/Executive Director or Designee _____ Date _____

Contract INFORMATION *Amendment #4*

STATE OF UTAH

State No.	<i>126195</i>
Agency No.	<i>5228</i>

Contractor and Address: Utah Afterschool Network (UAN) 254 South 600 East Suite 200 Salt Lake City, Utah 84102		Vendor No. VC0000104187
		Commodity Code: 91829

Agency Monitor: Lisa Wisham	Amount: \$96,750	From: 07/1/2015 To: 06/30/2016
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Schedule of Payments: Invoice upon completion of scheduled work items as defined in the Scope of work

Purpose of Contract: Facilitate the development of a comprehensive afterschool/community school professional development system by fostering multiple pathways for training and technical assistance to ensure high quality programs that meet the needs of a diverse student population

Correlation with Board Goals:
This effort correlates with the following State Board goals:
Goal: Continue to actively advocate for increased funding to provide quality education for all children and meet the demands academic rigor.
Goal: Promote the achievement of high standards of learning for each child, partnering with family, educators and community.

Greater than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	Yes	No
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.	X	
Less than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		X
	The proposals were reviewed by an in-agency committee, and the least costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.	X	

Amount	Fund	Agency	Organ	Approp	Object	Activity	Rep Cat	Project
40,689	2480	400	PAP	0668	6688	T605	000	66881
	2480	400			6688		000	

Division Superintendent or Designee Date

Accounting Date

Superintendent/Executive Director or Designee Date

Prepared by: smooore

June 02/2007

UTAH STATE OFFICE OF EDUCATION/UTAH STATE OFFICE OF REHABILITATION

Amendment # 2

Contract INFORMATION

State No. 140631
Agency No. For Office Use Only <i>5229</i>

Contractor and Address University of Wisconsin's Madison Center for Educational Research (WCER) 1025 West Johnson Street, MD # 23 Madison, WI 53706		Vendor No. VC0000143824
		Commodity Code

Agency Monitor	Jo Ellen Shaeffer Joe Borrack	Amount	2,258,340.00	From	6/30/2016	To	6/30/2018
Schedule of Payments	Original Amount	\$	3,070,000.00				
	Amendment # 1	\$	48,878.00				
	Amendment # 2	\$	2,258,340.00				
	Total Amount		\$5,377,218.00				

Purpose of Contract
To provide ACCESS for ELLs and continue Utah's membership in the WIDA Consortium, a multi-state coalition of state educational agencies (SEAs) that acts in collaboration to research, design and implement a standards-based educational system that promotes equitable educational opportunities for English language learners in pre-kindergarten through grade twelve.

Greater than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	Yes	No
	The proposals were reviewed by an in-agency committee, and the least costly and best performance proposal was selected.	XX	
Less than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least costly and best performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	XX	
	The employment goals of the affirmative action program were followed.	XX	
	A conflict of interest involving USOE/USOR staff exists.		XX
	The contract uses federal funds.	XX	

Agency approval certifies that all parties herein receiving fees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request. Upon final approval by State Finance:

Fund	Agency	Organ	Approp	Object	Activity	Rep Cat	Project
2480	400	0760	PAJ	6137	T765		76030000
2480	400	0760	PAJ	6137	T766		76030000

6/5/16
ng

Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Prepared by: Ngreen

Division Superintendent or Designee	Date
Accounting	Date
Superintendent/Executive Director or Designee	Date

02/2007
June

UTAH STATE OFFICE OF EDUCATION/UTAH STATE OFFICE OF REHABILITATION

Contract INFORMATION

State No.
Agency No. For Office Use Only
5230

Contractor and Address		Vendor No.
The National Center for the Improvement of Educational Assessment PO Box 351 Dover, NH 03821		94095A
Agency Monitor: Jo Ellen Shaeffer Joe Borrack		Commodity Code

Amount	1,398,175.00	From	6/15/2015	To	6/14/2020
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Schedule of Payments	Original Amount	\$ 1,398,175.00
	Total Amount	\$1,398,175.00

Purpose of Contract
The purpose of the contract with the Center will be to provide consultancy on assessment & accountability issues.

Greater than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	Yes	No
	The proposals were reviewed by an in-agency committee, and the least costly and best performance proposal was selected.	XX	
Less than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least costly and best performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	XX	
	The employment goals of the affirmative action program were followed.	XX	
	A conflict of interest involving USOE/USOR staff exists.		XX
	The contract uses federal funds.	XX	

Agency approval certifies that all parties herein receiving fees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request. Upon final approval by State Finance:

Fund	Agency	Organ	Approp	Object	Activity	Rep Cat	Project
2480	400	0760	PAJ	6137	T015		76030000
2480	400	0760	PAJ	6137	T765		76030000

Division Superintendent or Designee	Date
Accounting	Date
Superintendent/Executive Director or Designee	Date

Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Prepared by: Ngreen

C-3 *June*
 Aug. 95

UTAH STATE OFFICE OF EDUCATION/UTAH STATE OFFICE OF REHABILITATION

Contract Information

State No. _____
 Agency No. For Office Use Only *5233*

Contractor and Address: LRP Publications
 747 Dresher Road, P.O. BOX 980
 Horsham, PA 19044
 Vendor No. 62333J
 Commodity 95635

Agency Monitor: Glenna Gallo
 Amount: \$ 1,006,459.00
 From: July 1, 2015
 To: June 30, 2020

Schedule of Payments
 Reimbursement requests for actual expenditures may be requested as often as monthly but at least quarterly. Invoices are required with requests. Expenditures through June 30 of each year will need to be requested by invoice and received by our office no later than July 5.
 Purpose of Contract: Statewide subscription to online Individuals with Disabilities Education Act (IDEA) newsletter and research through LRP

Correlation with Board Goals
 Services for students with special needs.

Greater than \$5,000	This contract was entered into as a result of the state-level bidding process or preapproved sole source SS#15351	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.	X	
Less than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.	X	

Agency approval certifies that all parties herein receiving fees, stipends or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political sub-division (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request.

Fund	Agency	Organ	Approp	Object	Activity	Project
2480	400	0780	PAT	6137	T195	78072000

[Signature]
 Upon final approval by State Finance:
 Original: attach to documents
 Duplicate: division accountant
 Triplicate: division/unit
 Quadruplicate: Board agenda
 Submitted by: Sandra Cox

Division Superintendent or Designee _____ Date _____
 Accounting _____ Date _____
 Superintendent/Executive Director or Designee _____ Date _____

Contract INFORMATION

State No.	01664
Agency No.	5234

Contractor and Address Department of Administrative Services DFCM 4130 State Office Building Salt Lake City, Utah 84114	Vendor No.
	Commodity Code

Agency Monitor Mike Wollenzein Amount \$ 204,156.00 From July 1, 2015 To June 30, 2016

Schedule of Payments:	Original contract amount	\$	00.00
	Total previous amendments		00.00
	Current amendment		204,156.00
	Total amount of contract	\$	204,156.00

Making quarterly payments in the amount of \$ 51,039.00 due the end of the first month of each fiscal quarter.

Purpose of Contract: To renew the operating and maintenance agreement between DFCM and the Utah State office of Rehabilitation, Division of Services located at 500 S 1595 W, Salt lake city, UT

Correlation with Board Goals:

Greater Than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	Yes	No
	The proposals were reviewed by an in-agency committee, and the least-Costly and best-performance proposal was selected.	X	
Less than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least-Costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	X	
	A conflict of interest involving USOR/USOR staff exists.		X
	The contract uses federal funds.	X	

Agency approval certifies that all parties herein receiving fees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request.

Fund	Agency	Organ	Approp	Object	Activity	Rep Cat	Project
240	400	3175	PBC	6171	T 225	F	17584000
240	400	3570	PBC	6171	T 625	F	5700200
240	400		PBC		T	F	

[Signature]
Division Superintendent or Designee

5/11/15
Date

Upon final approval by State Finance:
Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit

Accounting _____ Date _____

Superintendent/Executive Director or Designee _____ Date _____

Contracts approved by State Superintendent or USOR Director (less than \$100,000)

Agency Contract #	Section	Vendor	Current Amendment Amount	Original plus amendments to date	Total Contract Amount	Expiration Date	Contract Purpose
081803	USOR	210 SLC Reality	\$0.00	\$8,347,217.00	\$8,347,217.00	07/31/20	change of ownership
131767	USOR	DFCM	\$8,105.00	\$24,399.00	\$32,504.00	06/30/16	operating and maintenance
071062	USOR	DFCM	\$42,211.00	\$997,675.38	\$1,039,886.38	06/30/16	operating and maintenance
080259	USOR	DFCM	\$11,321.00	\$115,814.00	\$127,135.00	06/30/16	operating and maintenance
102480	USOR	DFCM	\$47,970.00	\$240,765.00	\$288,735.00	06/30/16	operating and maintenance
111679	USOR	DFCM	\$49,736.00	\$219,670.00	\$269,406.00	06/30/16	operating and maintenance
140218	USOR	DFCM	\$3,081.00	\$6,164.00	\$9,245.00	06/30/16	operating and maintenance

USOE/USORAgency Contracts w/Renewals

Contract Number	Vendor Name	Section	Contract Monitor	Contract Begin Date	Contract End Date	Status	Comments
146144	Ohio State University	SARS	Carol Anderson	10/1/2013	9/30/2015	section notified 6/8	

AGREEMENT
UTAH STATE BOARD OF EDUCATION AND
RICH COUNTY BOARD OF EDUCATION

As the entity responsible for Rich County School District, the Rich County School Board of Education is also a party to this agreement.

All parties agree to the following:

1. This Agreement will be effective beginning July 1, 2015 until June 30, 2018.
2. This Agreement may only be amended in writing and with the signatures of all parties to the Agreement.
3. If the Utah State Office of Education (Board) or the Rich County School District (District), reviews Rich County School District's annual reports and the reports reveal significant deficiencies in student performance/achievement or increased costs to the school or District unanticipated by the Agreement, the Board, or Rich County School District reserves the right to reconsider the Agreement with adequate notice to the other party.

The Utah State Board of Education agrees to the following:

1. To allow an exception for Rich County School District of the 180-day requirement of R277-419, Pupil Accounting, for a three-year period beginning with the 2015-2016 school year through the 2017-2018 school year.
2. To continue the exception for Rich County School District consistent with this Agreement, provided that district submits required reports in a timely manner and students' test scores on end of level SAGE scores remain consistent or improve over the three-year period beginning with the 2015-2016 school year.

Rich County School Board agrees to the following:

1. To hold school for at least 990 instructional hours per year consistent with R277-419-8, in at least 150 days, subject to Board verification, for the 2015-2016, 2016-2017, and 2017-2018 school years.
2. That school-sponsored extracurricular activities will be held on Thursday after school hours, Friday and Saturday.
3. District will provide the state with transportation records that will document the decrease in to-and-from school bus travel time for students.
4. District will provide the state with all athletic schedules prior to the start of the season. Athletic schedules will show games, dates, and times. The schedules will also provide dates of state culminating events, which may infringe on days other than Thursday

after-school hours, Friday, and Saturday. Records will be kept as to the amount of school time missed for state-sponsored culminating events.

5. District will evaluate the budget annually and identify savings that may be attributable to the four-day week.
6. District will provide an annual report on June 30, 2016, 2017, and 2018 that includes:
 - a. Dates and times of school time missed by students, school employees, and supervisors/chaperones due to non-curriculum related activities taking place during the four-day instructional week.
 - b. A comparison of student SAGE scores between the 2015-2016 school year, the 2016-2017 school year, and the 2017-2018 school year.
 - c. A summary and discussion of savings and/or increased costs that may be attributable to the four-day school week, consistent with number 5 above.

UTAH STATE BOARD OF EDUCATION:

By: _____ Date: _____
State Superintendent of Public Instruction

By: _____ Date: _____
Chair, Utah State Board of Education

RICH COUNTY BOARD OF EDUCATION:

By:  Date: 4/1/15
Superintendent, Rich County School District

By:  Date: 6/1/15
Chair, Rich County School Board

AGREEMENT
UTAH STATE BOARD OF EDUCATION AND
DUCHESNE COUNTY BOARD OF EDUCATION AND
TABIONA SCHOOL

As the entity responsible for Tabiona School, the Duchesne County School Board of Education is also a party to this agreement.

All parties agree to the following:

1. This Agreement will be effective beginning July 1, 2015 until June 30, 2018.
2. This Agreement may only be amended in writing and with the signatures of all parties to the Agreement.
3. If the Utah State Office of Education (Board) or the Duchesne County School District (District), reviews Tabiona School's annual reports and the reports reveal significant deficiencies in student performance/achievement or increased costs to the school or District unanticipated by the Agreement, the Board, Tabiona School, or Duchesne reserves the right to reconsider the Agreement with adequate notice to the other party.

The Utah State Board of Education agrees to the following:

1. To allow an exception for Tabiona School of the 180-day requirement of R277-419, Pupil Accounting, for a three-year period beginning with the 2015-2016 school year through the 2017-2018 school year.
2. To continue the exception for Tabiona School consistent with this Agreement, provided that Duchesne submits required reports in a timely manner and students' test scores on end of level SAGE scores remain consistent or improve over the three-year period beginning with the 2015-2016 school year.

Duchesne County School Board and Tabiona School agree to the following:

1. To hold school for at least 990 instructional hours per year consistent with R277-419-8, in at least 150 days, subject to Board verification, for the 2015-2016, 2016-2017, and 2017-2018 school years.
2. That school-sponsored extracurricular activities will be held on Thursday after school hours, Friday and Saturday.
3. District will provide the state with transportation records that will document the decrease in to-and-from school bus travel time for students.
4. District will provide the state with all athletic schedules prior to the start of the season. Athletic schedules will show games, dates, and times. The schedules will also provide dates of state culminating events, which may infringe on days other than Thursday

after-school hours, Friday, and Saturday. Records will be kept as to the amount of school time missed for state-sponsored culminating events.

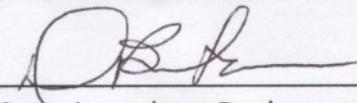
5. District and Tabiona School will evaluate the budget annually and identify savings that may be attributable to the four-day week.
6. District will provide an annual report on June 30, 2016, 2017, and 2018 that includes:
 - a. Dates and times of school time missed by students, school employees, and supervisors/chaperones due to non-curriculum related activities taking place during the four-day instructional week.
 - b. A comparison of student SAGE scores between the 2015-2016 school year, the 2016-2017 school year, and the 2017-2018 school year.
 - c. A summary and discussion of savings and/or increased costs that may be attributable to the four-day school week, consistent with number 5 above.

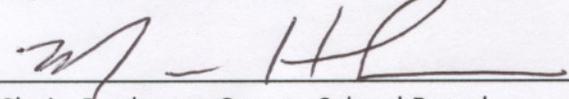
UTAH STATE BOARD OF EDUCATION:

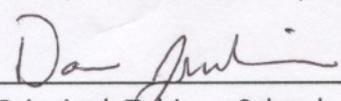
By: _____ Date: _____
State Superintendent of Public Instruction

By: _____ Date: _____
Chair, Utah State Board of Education

DUCHESNE COUNTY BOARD OF EDUCATION:

By:  _____ Date: 6-1-2015
Superintendent, Duchesne County School District

By:  _____ Date: 6/1/2015
Chair, Duchesne County School Board

By:  _____ Date: 6-1-2015
Principal, Tabiona School

AGREEMENT
UTAH STATE BOARD OF EDUCATION AND
TINTIC COUNTY BOARD OF EDUCATION

As the entity responsible for Tintic County School District, the Tintic County School Board of Education is also a party to this agreement.

All parties agree to the following:

1. This Agreement will be effective beginning July 1, 2015 until June 30, 2018.
2. This Agreement may only be amended in writing and with the signatures of all parties to the Agreement.
3. If the Utah State Office of Education (Board) or the Tintic County School District (District), reviews Tintic County School District's annual reports and the reports reveal significant deficiencies in student performance/achievement or increased costs to the school or District unanticipated by the Agreement, the Board, or Tintic County School District reserves the right to reconsider the Agreement with adequate notice to the other party.

The Utah State Board of Education agrees to the following:

1. To allow an exception for Tintic County School District of the 180-day requirement of R277-419, Pupil Accounting, for a three-year period beginning with the 2015-2016 school year through the 2017-2018 school year.
2. To continue the exception for Tintic County School District consistent with this Agreement, provided that district submits required reports in a timely manner and students' test scores on end of level SAGE scores remain consistent or improve over the three-year period beginning with the 2015-2016 school year.

Tintic County School Board and Grouse Creek School agree to the following:

1. To hold school for at least 990 instructional hours per year consistent with R277-419-8, in at least 150 days, subject to Board verification, for the 2015-2016, 2016-2017, and 2017-2018 school years.
2. That school-sponsored extracurricular activities will be held on Thursday after school hours, Friday and Saturday.
3. District will provide the state with transportation records that will document the decrease in to-and-from school bus travel time for students.
4. District will provide the state with all athletic schedules prior to the start of the season. Athletic schedules will show games, dates, and times. The schedules will also provide dates of state culminating events, which may infringe on days other than Thursday

after-school hours, Friday, and Saturday. Records will be kept as to the amount of school time missed for state-sponsored culminating events.

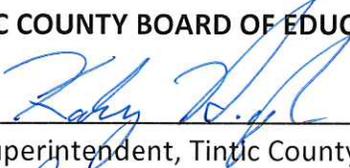
5. District will evaluate the budget annually and identify savings that may be attributable to the four-day week.
6. District will provide an annual report on June 30, 2016, 2017, and 2018 that includes:
 - a. Dates and times of school time missed by students, school employees, and supervisors/chaperones due to non-curriculum related activities taking place during the four-day instructional week.
 - b. A comparison of student SAGE scores between the 2015-2016 school year, the 2016-2017 school year, and the 2017-2018 school year.
 - c. A summary and discussion of savings and/or increased costs that may be attributable to the four-day school week, consistent with number 5 above.

UTAH STATE BOARD OF EDUCATION:

By: _____ Date: _____
State Superintendent of Public Instruction

By: _____ Date: _____
Chair, Utah State Board of Education

TINTIC COUNTY BOARD OF EDUCATION:

By:  Date: 6-3-15
Superintendent, Tintic County School District

By:  Date: 6-3-15
Chair, Tintic County School Board

Instructional Materials Search

Finance		General Financial Literacy						6/2/2015			
ISBN	Pub Id	Media	ST	Series / Title	01-00-00-00-10C	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
000000000101	WELLSFARGO	MULT	O	Hands on Banking/EI futuro en tus manos / Money Skills You Need for Life			Wells Fargo	2013	0.00	2015	Recommended Limited
	Finance			General Financial Literacy	01-00-00-00-100	0800					
9781934422830	BE Publishing	TEXT	S	ACC2013 / Learn by Doing Microsoft Access 2013			McGuinness &	2014	58.95	2015	Reviewed Not Recomm.
	Information Technology			Computer Literacy	05-04-00-00-001	0000					
9781934422571	BE Publishing	TEXT	S	TRE / The Resturant Entrepreneur			Toporski & B	2014	38.95	2015	Recommended Limited
	Information Technology			Computer Literacy	05-04-00-00-001	0000					
9781934422809	BE Publishing	TEXT	S	PP2013 / Learn by Doing Microsoft PowerPoint 2013			Olesen & B.E	2014	58.95	2015	Not Reviewed
	Information Technology			Computer Literacy	05-04-00-00-001	0000					
9781934422748	BE Publishing	TEXT	S	WRD2013 / Learn by Doing Microsoft Word 2013			McGuinness &	2014	58.95	2015	Reviewed Not Recomm.
	Information Technology			Computer Literacy	05-04-00-00-001	0000					
9781934422427	BE Publishing	TEXT	S	EA / Excellent Adventures			B.E. Publish	2014	34.95	2015	Recommended Limited
	Information Technology			Computer Literacy	05-04-00-00-001	0000					
9781934422274	BE Publishing	TEXT	S	TOS / The Office Specialist			B.E. Publish	2011	68.95	2015	Reviewed Not Recomm.
	Information Technology			Computer Literacy	05-04-00-00-001	0000					
9781934422540	BE Publishing	TEXT	S	SF / Slater Farms			B.E. Publish	2013	38.95	2015	Recommended Limited
	Information Technology			Computer Literacy	05-04-00-00-001	0000					
9781934422281	BE Publishing	TEXT	S	HUB / The Hub			Tavano	2011	32.95	2015	Recommended Limited
	Information Technology			Computer Literacy	05-04-00-00-001	0000					
9781934422649	BE Publishing	TEXT	S	CL / Cyber Literacy for the Digital Age			Mulka & B.E.	2014	68.95	2015	Not Sampled
	Information Technology			Computer Literacy	05-04-00-00-001	0000					
9781934422779	BE Publishing	TEXT	S	EX2013 / Learn by Doing Microsoft Excel 2013			McGuinness &	2014	58.95	2015	Reviewed Not Recomm.
	Information Technology			Computer Literacy	05-04-00-00-001	0000					
9781934422502	BE Publishing	TEXT	S	FBD / Formatting Business Documents			Tavano	2013	34.95	2015	Rec. Student Resource
	Information Technology			Computer Literacy	05-04-00-00-001	0000					
9781934422205	BE Publishing	TEXT	S	EC / Election Connection			Hagin	2010	28.95	2015	Recommended Limited
	Information Technology			Computer Literacy	05-04-00-00-001	0000					
9781934422649	BE Publishing	TEXT	S	CL / Cyber Literacy for the Digital Age			Mulka & B.E.	2014	68.95	2015	Not Sampled
	Information Technology			Computer Literacy CE	05-04-00-13-001	0000					
9781934422809	BE Publishing	TEXT	S	PP2013 / Learn by Doing Microsoft PowerPoint 2013			Olesen & B.E	2014	58.95	2015	Not Reviewed
	Information Technology			Computer Literacy CE	05-04-00-13-001	0000					
9781934422205	BE Publishing	TEXT	S	EC / Election Connection			Hagin	2010	28.95	2015	Not Reviewed
	Information Technology			Computer Literacy CE	05-04-00-13-001	0000					
9781934422779	BE Publishing	TEXT	S	EX2013 / Learn by Doing Microsoft Excel 2013			McGuinness &	2014	58.95	2015	Reviewed Not Recomm.
	Information Technology			Computer Literacy CE	05-04-00-13-001	0000					
9781934422274	BE Publishing	TEXT	S	TOS / The Office Specialist			B.E. Publish	2011	68.95	2015	Reviewed Not Recomm.
	Information Technology			Computer Literacy CE	05-04-00-13-001	0000					
9781934422748	BE Publishing	TEXT	S	WRD2013 / Learn by Doing Microsoft Word 2013			McGuinness &	2014	58.95	2015	Reviewed Not Recomm.
	Information Technology			Computer Literacy CE	05-04-00-13-001	0000					
9781934422571	BE Publishing	TEXT	S	TRE / The Resturant Entrepreneur			Toporski & B	2014	38.95	2015	Not Reviewed
	Information Technology			Computer Literacy CE	05-04-00-13-001	0000					
9781934422540	BE Publishing	TEXT	S	SF / Slater Farms			B.E. Publish	2013	38.95	2015	Not Reviewed
	Information Technology			Computer Literacy CE	05-04-00-13-001	0000					
9781934422502	BE Publishing	TEXT	S	FBD / Formatting Business Documents			Tavano	2013	34.95	2015	Rec. Student Resource
	Information Technology			Computer Literacy CE	05-04-00-13-001	0000					
9781934422830	BE Publishing	TEXT	S	ACC2013 / Learn by Doing Microsoft Access 2013			McGuinness &	2014	58.95	2015	Reviewed Not Recomm.
	Information Technology			Computer Literacy CE	05-04-00-13-001	0000					

Instructional Materials Search

Information Technology		Computer Literacy CE					6/2/2015				
ISBN	Pub Id	Media	ST	Series / Title	05-04-00-13-001	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781934422427	BE Publishing Information Technology	TEXT	S	EA / Excellent Adventures Computer Literacy CE	05-04-00-13-001	0000	B.E. Publish	2014	34.95	2015	Not Reviewed
9781934422281	BE Publishing Information Technology	TEXT	S	HUB / The Hub Computer Literacy CE	05-04-00-13-001	0000	Tavano	2011	32.95	2015	Not Reviewed
9781285058955	CENGAGE CTE / Agricultural Education	Text	S	Agricultural Mechanics / Fundamentals & Applications Advanced Agricultural Mechanics	30-01-00-00-001	0000	Herren	2015	126.50	2015	Not Sampled
9781256854890	PEARSONPRENT CTE / Agricultural Education	Text	S	Animal Sci I Intro to Livestock&Comp Animals / 1 printed SE+5-1yr ebook access coc Agricultural Science I	30-01-00-00-050	0000	Lee et al	2014	102.47	2015	Recommended Primary
9781133686880	CENGAGE CTE / Agricultural Education	Text	S	Agriscience / Fundamentals and Applications Agricultural Science I	30-01-00-00-050	0000	Burton	2015	137.50	2015	Not Sampled
9781256836681	PEARSONPRENT CTE / Agricultural Education	Text	S	Career Orient & Explor-AgriSci Explor / 4th ed 1 printed SE plus 5 1-year ebook acce Agricultural Science I	30-01-00-00-050	0000	Lee et al	2014	99.97	2015	Recommended Limited
9781619608894	GOODHEART-WIL CTE / Agricultural Education	TEXT	S	Principles of Floral Design / Principles of Floral Design Floriculture	30-01-00-00-152	0000	Scace et al	2015	69.96	2015	Recommended Primary
9781305076815	CENGAGE CTE / Business Education	Text	S	Managing Your Personal Finances / Managing Your Personal Finances Math of Business & Personal Finance	32-01-00-00-001	0000	Ryan/Ryan	2016	79.25	2015	Not Sampled
9781111990640	CENGAGE CTE / Business Education	Text	S	C21 Accounting / C21 Accounting: Advanced Accounting Advanced	32-02-00-00-030	0000	Gilbertson/L	2015	86.25	2015	Recommended Primary
9781934422830	BE Publishing CTE / Business Education	TEXT	S	ACC2013 / Learn by Doing Microsoft Access 2013 Computers in Business	32-02-00-00-070	0000	McGuinness &	2014	58.95	2015	Recommended Limited
9781934422649	BE Publishing CTE / Business Education	TEXT	S	CL / Cyber Literacy for the Digital Age Computers in Business	32-02-00-00-070	0000	Mulka & B.E.	2014	68.95	2015	Not Sampled
9781934422571	BE Publishing CTE / Business Education	TEXT	S	TRE / The Resturant Entrepreneur Computers in Business	32-02-00-00-070	0000	Toporski & B	2014	38.95	2015	Recommended Limited
9781934422540	BE Publishing CTE / Business Education	TEXT	S	SF / Slater Farms Computers in Business	32-02-00-00-070	0000	B.E. Publish	2013	38.95	2015	Recommended Limited
9781934422779	BE Publishing CTE / Business Education	TEXT	S	EX2013 / Learn by Doing Microsoft Excel 2013 Computers in Business	32-02-00-00-070	0000	McGuinness &	2014	58.95	2015	Recommended Limited
9781934422748	BE Publishing CTE / Business Education	TEXT	S	WRD2013 / Learn by Doing Microsoft Word 2013 Computers in Business	32-02-00-00-070	0000	McGuinness &	2014	58.95	2015	Recommended Limited
9781934422502	BE Publishing CTE / Business Education	TEXT	S	FBD / Formatting Business Documents Computers in Business	32-02-00-00-070	0000	Tavano	2013	34.95	2015	Rec. Student Resource
9781934422809	BE Publishing CTE / Business Education	TEXT	S	PP2013 / Learn by Doing Microsoft PowerPoint 2013 Computers in Business	32-02-00-00-070	0000	Olesen & B.E	2014	58.95	2015	Recommended Limited
9781934422281	BE Publishing CTE / Business Education	TEXT	S	HUB / The Hub Computers in Business	32-02-00-00-070	0000	Tavano	2011	32.95	2015	Recommended Limited
9781934422205	BE Publishing CTE / Business Education	TEXT	S	EC / Election Connection Computers in Business	32-02-00-00-070	0000	Hagin	2010	28.95	2015	Recommended Limited
9781934422274	BE Publishing CTE / Business Education	TEXT	S	TOS / The Office Specialist Computers in Business	32-02-00-00-070	0000	B.E. Publish	2011	68.95	2015	Reviewed Not Recomm.
9781934422427	BE Publishing CTE / Business Education	TEXT	S	EA / Excellent Adventures Computers in Business	32-02-00-00-070	0000	B.E. Publish	2014	34.95	2015	Not Reviewed
9781934422236	BE Publishing CTE / Business Education	TEXT	S	YBTJ / You Be the Judge Business Law	32-02-00-00-130	0000	Glucksman	2011	34.95	2015	Not Reviewed
9781934422830	BE Publishing CTE / Business Education	TEXT	S	ACC2013 / Learn by Doing Microsoft Access 2013 Digital Literacy	32-02-00-00-170	0000	McGuinness &	2014	58.95	2015	Reviewed Not Recomm.

Instructional Materials Search

CTE / Business Education		Digital Literacy				6/2/2015					
ISBN	Pub Id	Media	ST	Series / Title	32-02-00-00-17C	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781934422809	BE Publishing CTE / Business Education	TEXT	S	PP2013 / Learn by Doing Microsoft PowerPoint 2013 Digital Literacy	32-02-00-00-170	0000	Olesen & B.E	2014	58.95	2015	Reviewed Not Recomm.
9781934422649	BE Publishing CTE / Business Education	TEXT	S	CL / Cyber Literacy for the Digital Age Digital Literacy	32-02-00-00-170	0000	Mulka & B.E.	2014	68.95	2015	Not Sampled
9781934422571	BE Publishing CTE / Business Education	TEXT	S	TRE / The Resturant Entrepreneur Digital Literacy	32-02-00-00-170	0000	Toporski & B	2014	38.95	2015	Recommended Limited
9781934422540	BE Publishing CTE / Business Education	TEXT	S	SF / Slater Farms Digital Literacy	32-02-00-00-170	0000	B.E. Publish	2013	38.95	2015	Not Reviewed
9781934422502	BE Publishing CTE / Business Education	TEXT	S	FBD / Formatting Business Documents Digital Literacy	32-02-00-00-170	0000	Tavano	2013	34.95	2015	Not Reviewed
9781934422281	BE Publishing CTE / Business Education	TEXT	S	HUB / The Hub Digital Literacy	32-02-00-00-170	0000	Tavano	2011	32.95	2015	Not Reviewed
9781934422779	BE Publishing CTE / Business Education	TEXT	S	EX2013 / Learn by Doing Microsoft Excel 2013 Digital Literacy	32-02-00-00-170	0000	McGuinness &	2014	58.95	2015	Reviewed Not Recomm.
9781934422427	BE Publishing CTE / Business Education	TEXT	S	EA / Excellent Adventures Digital Literacy	32-02-00-00-170	0000	B.E. Publish	2014	34.95	2015	Not Reviewed
9781934422748	BE Publishing CTE / Business Education	TEXT	S	WRD2013 / Learn by Doing Microsoft Word 2013 Digital Literacy	32-02-00-00-170	0000	McGuinness &	2014	58.95	2015	Reviewed Not Recomm.
9781934422274	BE Publishing CTE / Business Education	TEXT	S	TOS / The Office Specialist Digital Literacy	32-02-00-00-170	0000	B.E. Publish	2011	68.95	2015	Reviewed Not Recomm.
9781934422205	BE Publishing CTE / Business Education	TEXT	S	EC / Election Connection Digital Literacy	32-02-00-00-170	0000	Hagin	2010	28.95	2015	Recommended Limited
9781934422205	BE Publishing CTE / Business Education	TEXT	S	EC / Election Connection Desktop Publishing I	32-02-00-00-190	0000	Hagin	2010	28.95	2015	Recommended Limited
9781934422205	BE Publishing CTE / Business Education	TEXT	S	EC / Election Connection Desktop Publishing II	32-02-00-00-191	0000	Hagin	2010	28.95	2015	Not Reviewed
9781934422694	BE Publishing CTE / Business Education	INTR	S	EDU / Edotyping.com Elementary Keyboarding	32-02-00-00-210	0500	B.E Publishi	2009	10.99	2015	Recommended Primary
9781934422427	BE Publishing CTE / Business Education	TEXT	S	EA / Excellent Adventures Computer Technology II	32-02-00-00-216	0000	B.E. Publish	2014	34.95	2015	Recommended Limited
9781934422274	BE Publishing CTE / Business Education	TEXT	S	TOS / The Office Specialist Computer Technology II	32-02-00-00-216	0000	B.E. Publish	2011	68.95	2015	Recommended Limited
9781934422281	BE Publishing CTE / Business Education	TEXT	S	HUB / The Hub Computer Technology II	32-02-00-00-216	0000	Tavano	2011	32.95	2015	Recommended Limited
9781934422809	BE Publishing CTE / Business Education	TEXT	S	PP2013 / Learn by Doing Microsoft PowerPoint 2013 Computer Technology II	32-02-00-00-216	0000	Olesen & B.E	2014	58.95	2015	Recommended Limited
9781934422748	BE Publishing CTE / Business Education	TEXT	S	WRD2013 / Learn by Doing Microsoft Word 2013 Computer Technology II	32-02-00-00-216	0000	McGuinness &	2014	58.95	2015	Recommended Limited
9781934422571	BE Publishing CTE / Business Education	TEXT	S	TRE / The Resturant Entrepreneur Computer Technology II	32-02-00-00-216	0000	Toporski & B	2014	38.95	2015	Not Reviewed
9781934422779	BE Publishing CTE / Business Education	TEXT	S	EX2013 / Learn by Doing Microsoft Excel 2013 Computer Technology II	32-02-00-00-216	0000	McGuinness &	2014	58.95	2015	Recommended Limited
9781934422540	BE Publishing CTE / Business Education	TEXT	S	SF / Slater Farms Computer Technology II	32-02-00-00-216	0000	B.E. Publish	2013	38.95	2015	Not Reviewed
9781934422502	BE Publishing CTE / Business Education	TEXT	S	FBD / Formatting Business Documents Computer Technology II	32-02-00-00-216	0000	Tavano	2013	34.95	2015	Not Reviewed

Instructional Materials Search

CTE / Business Education		Computer Technology II				6/2/2015					
ISBN	Pub Id	Media	ST	Series / Title	32-02-00-00-21€	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781934422830	BE Publishing	TEXT	S	ACC2013 / Learn by Doing Microsoft Access 2013			McGuinness &	2014	58.95	2015	Recommended Limited
	CTE / Business Education			Computer Technology II	32-02-00-00-216	0000					
9781934422465	BE Publishing	TEXT	S	FS / Fundae Sundaes			Tavano	2013	34.95	2015	Recommended Limited
	CTE / Business Education			Computer Technology II	32-02-00-00-216	0000					
9781934422571	BE Publishing	TEXT	S	TRE / The Resturant Entrepreneur			Toporski & B	2014	38.95	2015	Not Reviewed
	CTE / Business Education			Entrepreneurship - Business	32-02-00-00-220	0000					
9781934422571	BE Publishing	TEXT	S	TRE / The Resturant Entrepreneur			Toporski & B	2014	38.95	2015	Recommended Limited
	CTE / Business Education			Computer Technology	32-02-00-00-240	0000					
9781934422502	BE Publishing	TEXT	S	FBD / Formatting Business Documents			Tavano	2013	34.95	2015	Not Reviewed
	CTE / Business Education			Computer Technology	32-02-00-00-240	0000					
9781934422465	BE Publishing	TEXT	S	FS / Fundae Sundaes			Tavano	2013	34.95	2015	Recommended Limited
	CTE / Business Education			Computer Technology	32-02-00-00-240	0000					
9781934422427	BE Publishing	TEXT	S	EA / Excellent Adventures			B.E. Publish	2014	34.95	2015	Recommended Limited
	CTE / Business Education			Computer Technology	32-02-00-00-240	0000					
9781934422281	BE Publishing	TEXT	S	HUB / The Hub			Tavano	2011	32.95	2015	Recommended Limited
	CTE / Business Education			Computer Technology	32-02-00-00-240	0000					
9781934422830	BE Publishing	TEXT	S	ACC2013 / Learn by Doing Microsoft Access 2013			McGuinness &	2014	58.95	2015	Recommended Primary
	CTE / Business Education			Computer Technology	32-02-00-00-240	0000					
9781934422809	BE Publishing	TEXT	S	PP2013 / Learn by Doing Microsoft PowerPoint 2013			Olesen & B.E	2014	58.95	2015	Recommended Limited
	CTE / Business Education			Computer Technology	32-02-00-00-240	0000					
9781934422779	BE Publishing	TEXT	S	EX2013 / Learn by Doing Microsoft Excel 2013			McGuinness &	2014	58.95	2015	Recommended Limited
	CTE / Business Education			Computer Technology	32-02-00-00-240	0000					
9781934422748	BE Publishing	TEXT	S	WRD2013 / Learn by Doing Microsoft Word 2013			McGuinness &	2014	58.95	2015	Recommended Limited
	CTE / Business Education			Computer Technology	32-02-00-00-240	0000					
9781934422274	BE Publishing	TEXT	S	TOS / The Office Specialist			B.E. Publish	2011	68.95	2015	Recommended Limited
	CTE / Business Education			Computer Technology	32-02-00-00-240	0000					
9781256362098	PEARSONPRENT	Text	S	Comp Lit Intro to Computers & Info Tech / Student Edition & eText Bundle 5 year			Emergent Lea	2011	76.97	2015	Recommended Primary
	CTE / Business Education			Computer Technology	32-02-00-00-240	0000					
9781111571757	CENGAGE	Text	S	C21 Computer Skills / C21 Computer Skills and Application Lessons 1-90			Hoggatt/Shan	2015	71.00	2015	Recommended Limited
	CTE / Business Education			Computer Technology	32-02-00-00-240	0000					
9781111571405	CENGAGE	Text	S	C21 Digital Information / C21 Digital Information Management Lessons 1-145			Hoggatt/Shan	2015	92.75	2015	Recommended Primary
	CTE / Business Education			Computer Technology	32-02-00-00-240	0000					
9781934422540	BE Publishing	TEXT	S	SF / Slater Farms			B.E. Publish	2013	38.95	2015	Recommended Limited
	CTE / Business Education			Computer Technology	32-02-00-00-240	0000					
9780988707023	COMPUSCHOLAR	intr	S	TeenCoder Java Programming / TeenCoder Java Programming			CompuScholar	2015	35.00	2015	Recommended Limited
	CTE / Business Education			Computer Technology	32-02-00-00-240	0000					
9780988707016	COMPUSCHOLAR	intr	S	TeenCoder Game Programming / TeenCoder Game Programming			CompuScholar	2015	35.00	2015	Recommended Primary
	CTE / Business Education			Computer Technology	32-02-00-00-240	0000					
9781934422571	BE Publishing	TEXT	S	TRE / The Resturant Entrepreneur			Toporski & B	2014	38.95	2015	Not Reviewed
	CTE / Business Education			Integrated Business Program (IBP)	32-02-00-00-260	0000					
9781934422540	BE Publishing	TEXT	S	SF / Slater Farms			B.E. Publish	2013	38.95	2015	Not Reviewed
	CTE / Business Education			Integrated Business Program (IBP)	32-02-00-00-260	0000					
9781934422281	BE Publishing	TEXT	S	HUB / The Hub			Tavano	2011	32.95	2015	Not Reviewed
	CTE / Business Education			Integred Business Program (IBP)	32-02-00-00-260	0000					
9781934422274	BE Publishing	TEXT	S	TOS / The Office Specialist			B.E. Publish	2011	68.95	2015	Not Reviewed
	CTE / Business Education			Integrated Business Program (IBP)	32-02-00-00-260	0000					

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CTE / Business Education		Business Web Page Design					6/2/2015				
ISBN	Pub Id	Media	ST	Series / Title	32-02-00-00-280	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781934422366	BE Publishing CTE / Business Education	TEXT	S	WHS / Web Hot Shots Business Web Page Design	32-02-00-00-280	0000	Mancieri	2012	34.95	2015	Rec. Student Resource
9781934422366	BE Publishing CTE / Business Education	TEXT	S	WHS / Web Hot Shots Advanced Business Web Page Design	32-02-00-00-290	0000	Mancieri	2012	34.95	2015	Rec. Student Resource
9781934422694	BE Publishing CTE / Business Education	INTR	S	EDU / Edotyping.com Keyboarding I	32-02-00-00-300	0000	B.E Publishi	2009	10.99	2015	Recommended Limited
9781934422830	BE Publishing CTE / Business Education	TEXT	S	ACC2013 / Learn by Doing Microsoft Access 2013 Keyboarding Applications	32-02-00-00-310	0000	McGuinness &	2014	58.95	2015	Reviewed Not Recomm.
9781934422809	BE Publishing CTE / Business Education	TEXT	S	PP2013 / Learn by Doing Microsoft PowerPoint 2013 Keyboarding Applications	32-02-00-00-310	0000	Olesen & B.E	2014	58.95	2015	Reviewed Not Recomm.
9781934422779	BE Publishing CTE / Business Education	TEXT	S	EX2013 / Learn by Doing Microsoft Excel 2013 Keyboarding Applications	32-02-00-00-310	0000	McGuinness &	2014	58.95	2015	Recommended Limited
9781934422748	BE Publishing CTE / Business Education	TEXT	S	WRD2013 / Learn by Doing Microsoft Word 2013 Keyboarding Applications	32-02-00-00-310	0000	McGuinness &	2014	58.95	2015	Recommended Limited
9781934422694	BE Publishing CTE / Business Education	INTR	S	EDU / Edotyping.com Keyboarding Applications	32-02-00-00-310	0000	B.E Publishi	2009	10.99	2015	Recommended Limited
9781934422465	BE Publishing CTE / Business Education	TEXT	S	FS / Fundae Sundaes Keyboarding Applications	32-02-00-00-310	0000	Tavano	2013	34.95	2015	Recommended Limited
9781934422830	BE Publishing CTE / Business Education	TEXT	S	ACC2013 / Learn by Doing Microsoft Access 2013 Word Processing - Basics	32-02-00-00-360	0000	McGuinness &	2014	58.95	2015	Reviewed Not Recomm.
9781934422809	BE Publishing CTE / Business Education	TEXT	S	PP2013 / Learn by Doing Microsoft PowerPoint 2013 Word Processing - Basics	32-02-00-00-360	0000	Olesen & B.E	2014	58.95	2015	Reviewed Not Recomm.
9781934422779	BE Publishing CTE / Business Education	TEXT	S	EX2013 / Learn by Doing Microsoft Excel 2013 Word Processing - Basics	32-02-00-00-360	0000	McGuinness &	2014	58.95	2015	Reviewed Not Recomm.
9781934422748	BE Publishing CTE / Business Education	TEXT	S	WRD2013 / Learn by Doing Microsoft Word 2013 Word Processing - Basics	32-02-00-00-360	0000	McGuinness &	2014	58.95	2015	Recommended Limited
9781934422502	BE Publishing CTE / Business Education	TEXT	S	FBD / Formatting Business Documents Word Processing - Basics	32-02-00-00-360	0000	Tavano	2013	34.95	2015	Rec. Student Resource
9781934422465	BE Publishing CTE / Business Education	TEXT	S	FS / Fundae Sundaes Word Processing - Basics	32-02-00-00-360	0000	Tavano	2013	34.95	2015	Recommended Limited
9781934422830	BE Publishing CTE / Business Education	TEXT	S	ACC2013 / Learn by Doing Microsoft Access 2013 Word Processing	32-02-00-00-370	0000	McGuinness &	2014	58.95	2015	Recommended Limited
9781934422809	BE Publishing CTE / Business Education	TEXT	S	PP2013 / Learn by Doing Microsoft PowerPoint 2013 Word Processing	32-02-00-00-370	0000	Olesen & B.E	2014	58.95	2015	Reviewed Not Recomm.
9781934422779	BE Publishing CTE / Business Education	TEXT	S	EX2013 / Learn by Doing Microsoft Excel 2013 Word Processing	32-02-00-00-370	0000	McGuinness &	2014	58.95	2015	Recommended Limited
9781934422748	BE Publishing CTE / Business Education	TEXT	S	WRD2013 / Learn by Doing Microsoft Word 2013 Word Processing	32-02-00-00-370	0000	McGuinness &	2014	58.95	2015	Recommended Limited
9781934422502	BE Publishing CTE / Business Education	TEXT	S	FBD / Formatting Business Documents Word Processing	32-02-00-00-370	0000	Tavano	2013	34.95	2015	Rec. Student Resource
9781934422465	BE Publishing CTE / Business Education	TEXT	S	FS / Fundae Sundaes Word Processing	32-02-00-00-370	0000	Tavano	2013	34.95	2015	Recommended Limited
9781934422236	BE Publishing CTE / Business Education	TEXT	S	YBTJ / You Be the Judge Business Law CE	32-02-00-13-130	0000	Glucksman	2011	34.95	2015	Not Reviewed
9781934422205	BE Publishing CTE / Business Education	TEXT	S	EC / Election Connection Desktop Publishing I CE	32-02-00-13-190	0000	Hagin	2010	28.95	2015	Not Reviewed

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CTE / Business Education		Desktop Publishing II CE					6/2/2015				
ISBN	Pub Id	Media	ST	Series / Title	32-02-00-13-191	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781934422205	BE Publishing CTE / Business Education	TEXT	S	EC / Election Connection Desktop Publishing II CE	32-02-00-13-191	0000	Hagin	2010	28.95	2015	Not Reviewed
9781934422809	BE Publishing CTE / Business Education	TEXT	S	PP2013 / Learn by Doing Microsoft PowerPoint 2013 Computer Technology II CE	32-02-00-13-216	0000	Olesen & B.E	2014	58.95	2015	Recommended Limited
9781934422779	BE Publishing CTE / Business Education	TEXT	S	EX2013 / Learn by Doing Microsoft Excel 2013 Computer Technology II CE	32-02-00-13-216	0000	McGuinness &	2014	58.95	2015	Recommended Limited
9781934422748	BE Publishing CTE / Business Education	TEXT	S	WRD2013 / Learn by Doing Microsoft Word 2013 Computer Technology II CE	32-02-00-13-216	0000	McGuinness &	2014	58.95	2015	Recommended Limited
9781934422571	BE Publishing CTE / Business Education	TEXT	S	TRE / The Resturant Entrepreneur Computer Technology II CE	32-02-00-13-216	0000	Toporski & B	2014	38.95	2015	Not Reviewed
9781934422540	BE Publishing CTE / Business Education	TEXT	S	SF / Slater Farms Computer Technology II CE	32-02-00-13-216	0000	B.E. Publish	2013	38.95	2015	Not Reviewed
9781934422502	BE Publishing CTE / Business Education	TEXT	S	FBD / Formatting Business Documents Computer Technology II CE	32-02-00-13-216	0000	Tavano	2013	34.95	2015	Not Reviewed
9781934422465	BE Publishing CTE / Business Education	TEXT	S	FS / Fundae Sundaes Computer Technology II CE	32-02-00-13-216	0000	Tavano	2013	34.95	2015	Not Reviewed
9781934422427	BE Publishing CTE / Business Education	TEXT	S	EA / Excellent Adventures Computer Technology II CE	32-02-00-13-216	0000	B.E. Publish	2014	34.95	2015	Not Reviewed
9781934422281	BE Publishing CTE / Business Education	TEXT	S	HUB / The Hub Computer Technology II CE	32-02-00-13-216	0000	Tavano	2011	32.95	2015	Not Reviewed
9781934422830	BE Publishing CTE / Business Education	TEXT	S	ACC2013 / Learn by Doing Microsoft Access 2013 Computer Technology II CE	32-02-00-13-216	0000	McGuinness &	2014	58.95	2015	Recommended Limited
9781934422274	BE Publishing CTE / Business Education	TEXT	S	TOS / The Office Specialist Computer Technology II CE	32-02-00-13-216	0000	B.E. Publish	2011	68.95	2015	Recommended Limited
9781934422571	BE Publishing CTE / Business Education	TEXT	S	TRE / The Resturant Entrepreneur Entrepreneurship - Business CE	32-02-00-13-220	0000	Toporski & B	2014	38.95	2015	Not Reviewed
9781934422809	BE Publishing CTE / Business Education	TEXT	S	PP2013 / Learn by Doing Microsoft PowerPoint 2013 Computer Technology CE	32-02-00-13-240	0000	Olesen & B.E	2014	58.95	2015	Reviewed Not Recomm.
9781934422779	BE Publishing CTE / Business Education	TEXT	S	EX2013 / Learn by Doing Microsoft Excel 2013 Computer Technology CE	32-02-00-13-240	0000	McGuinness &	2014	58.95	2015	Recommended Limited
9781934422748	BE Publishing CTE / Business Education	TEXT	S	WRD2013 / Learn by Doing Microsoft Word 2013 Computer Technology CE	32-02-00-13-240	0000	McGuinness &	2014	58.95	2015	Reviewed Not Recomm.
9781934422571	BE Publishing CTE / Business Education	TEXT	S	TRE / The Resturant Entrepreneur Computer Technology CE	32-02-00-13-240	0000	Toporski & B	2014	38.95	2015	Not Reviewed
9781934422540	BE Publishing CTE / Business Education	TEXT	S	SF / Slater Farms Computer Technology CE	32-02-00-13-240	0000	B.E. Publish	2013	38.95	2015	Not Reviewed
9781934422502	BE Publishing CTE / Business Education	TEXT	S	FBD / Formatting Business Documents Computer Technology CE	32-02-00-13-240	0000	Tavano	2013	34.95	2015	Not Reviewed
9781934422465	BE Publishing CTE / Business Education	TEXT	S	FS / Fundae Sundaes Computer Technology CE	32-02-00-13-240	0000	Tavano	2013	34.95	2015	Not Reviewed
9781934422427	BE Publishing CTE / Business Education	TEXT	S	EA / Excellent Adventures Computer Technology CE	32-02-00-13-240	0000	B.E. Publish	2014	34.95	2015	Not Reviewed
9781934422281	BE Publishing CTE / Business Education	TEXT	S	HUB / The Hub Computer Technology CE	32-02-00-13-240	0000	Tavano	2011	32.95	2015	Not Reviewed
9781934422830	BE Publishing CTE / Business Education	TEXT	S	ACC2013 / Learn by Doing Microsoft Access 2013 Computer Technology CE	32-02-00-13-240	0000	McGuinness &	2014	58.95	2015	Reviewed Not Recomm.

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CTE / Business Education		Computer Technology CE				6/2/2015					
ISBN	Pub Id	Media	ST	Series / Title	32-02-00-13-240	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781934422274	BE Publishing	TEXT	S	TOS / The Office Specialist			B.E. Publish	2011	68.95	2015	Reviewed Not
	CTE / Business Education			Computer Technology CE	32-02-00-13-240	0000					Recomm.
9781934422571	BE Publishing	TEXT	S	TRE / The Resturant Entrepreneur			Toporski & B	2014	38.95	2015	Not Reviewed
	CTE / Business Education			Integrated Business Pgm (IBP) CE	32-02-00-13-260	0000					
9781934422540	BE Publishing	TEXT	S	SF / Slater Farms			B.E. Publish	2013	38.95	2015	Not Reviewed
	CTE / Business Education			Integrated Business Pgm (IBP) CE	32-02-00-13-260	0000					
9781934422281	BE Publishing	TEXT	S	HUB / The Hub			Tavano	2011	32.95	2015	Not Reviewed
	CTE / Business Education			Integrated Business Pgm (IBP) CE	32-02-00-13-260	0000					
9781934422274	BE Publishing	TEXT	S	TOS / The Office Specialist			B.E. Publish	2011	68.95	2015	Reviewed Not
	CTE / Business Education			Integrated Business Pgm (IBP) CE	32-02-00-13-260	0000					Recomm.
9781934422366	BE Publishing	TEXT	S	WHS / Web Hot Shots			Mancieri	2012	34.95	2015	Rec. Student
	CTE / Business Education			Business Web Page Design CEI	32-02-00-13-280	0000					Resource
9781934422366	BE Publishing	TEXT	S	WHS / Web Hot Shots			Mancieri	2012	34.95	2015	Rec. Student
	CTE / Business Education			Advncd Business WebPage Design CE	32-02-00-13-290	0000					Resource
9781934422694	BE Publishing	INTR	S	EDU / Edotyping.com			B.E Publishi	2009	10.99	2015	Not Reviewed
	CTE / Business Education			Keyboarding I CE	32-02-00-13-300	0000					
9781934422830	BE Publishing	TEXT	S	ACC2013 / Learn by Doing Microsoft Access 2013			McGuinness &	2014	58.95	2015	Reviewed Not
	CTE / Business Education			Keyboarding Applications CE	32-02-00-13-310	0000					Recomm.
9781934422809	BE Publishing	TEXT	S	PP2013 / Learn by Doing Microsoft PowerPoint 2013			Olesen & B.E	2014	58.95	2015	Reviewed Not
	CTE / Business Education			Keyboarding Applications CE	32-02-00-13-310	0000					Recomm.
9781934422779	BE Publishing	TEXT	S	EX2013 / Learn by Doing Microsoft Excel 2013			McGuinness &	2014	58.95	2015	Reviewed Not
	CTE / Business Education			Keyboarding Applications CE	32-02-00-13-310	0000					Recomm.
9781934422748	BE Publishing	TEXT	S	WRD2013 / Learn by Doing Microsoft Word 2013			McGuinness &	2014	58.95	2015	Recommended
	CTE / Business Education			Keyboarding Applications CE	32-02-00-13-310	0000					Limited
9781934422694	BE Publishing	INTR	S	EDU / Edotyping.com			B.E Publishi	2009	10.99	2015	Not Reviewed
	CTE / Business Education			Keyboarding Applications CE	32-02-00-13-310	0000					
9781934422465	BE Publishing	TEXT	S	FS / Fundae Sundaes			Tavano	2013	34.95	2015	Not Reviewed
	CTE / Business Education			Keyboarding Applications CE	32-02-00-13-310	0000					
9781934422830	BE Publishing	TEXT	S	ACC2013 / Learn by Doing Microsoft Access 2013			McGuinness &	2014	58.95	2015	Reviewed Not
	CTE / Business Education			Word Processing - Basics CE	32-02-00-13-360	0000					Recomm.
9781934422809	BE Publishing	TEXT	S	PP2013 / Learn by Doing Microsoft PowerPoint 2013			Olesen & B.E	2014	58.95	2015	Reviewed Not
	CTE / Business Education			Word Processing - Basics CE	32-02-00-13-360	0000					Recomm.
9781934422779	BE Publishing	TEXT	S	EX2013 / Learn by Doing Microsoft Excel 2013			McGuinness &	2014	58.95	2015	Reviewed Not
	CTE / Business Education			Word Processing - Basics CE	32-02-00-13-360	0000					Recomm.
9781934422748	BE Publishing	TEXT	S	WRD2013 / Learn by Doing Microsoft Word 2013			McGuinness &	2014	58.95	2015	Reviewed Not
	CTE / Business Education			Word Processing - Basics CE	32-02-00-13-360	0000					Recomm.
9781934422502	BE Publishing	TEXT	S	FBD / Formatting Business Documents			Tavano	2013	34.95	2015	Rec. Student
	CTE / Business Education			Word Processing - Basics CE	32-02-00-13-360	0000					Resource
9781934422465	BE Publishing	TEXT	S	FS / Fundae Sundaes			Tavano	2013	34.95	2015	Not Reviewed
	CTE / Business Education			Word Processing - Basics CE	32-02-00-13-360	0000					
9781934422830	BE Publishing	TEXT	S	ACC2013 / Learn by Doing Microsoft Access 2013			McGuinness &	2014	58.95	2015	Recommended
	CTE / Business Education			Word Processing CE	32-02-00-13-370	0000					Limited
9781934422809	BE Publishing	TEXT	S	PP2013 / Learn by Doing Microsoft PowerPoint 2013			Olesen & B.E	2014	58.95	2015	Reviewed Not
	CTE / Business Education			Word Processing CE	32-02-00-13-370	0000					Recomm.
9781934422779	BE Publishing	TEXT	S	EX2013 / Learn by Doing Microsoft Excel 2013			McGuinness &	2014	58.95	2015	Reviewed Not
	CTE / Business Education			Word Processing CE	32-02-00-13-370	0000					Recomm.

Instructional Materials Search

CTE / Business Education		Word Processing CE					6/2/2015				
ISBN	Pub Id	Media	ST	Series / Title	32-02-00-13-37C	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781934422748	BE Publishing	TEXT	S	WRD2013 / Learn by Doing Microsoft Word 2013			McGuinness &	2014	58.95	2015	Reviewed Not Recomm.
	CTE / Business Education			Word Processing CE	32-02-00-13-370	0000					
9781934422502	BE Publishing	TEXT	S	FBD / Formatting Business Documents			Tavano	2013	34.95	2015	Rec. Student Resource
	CTE / Business Education			Word Processing CE	32-02-00-13-370	0000					
9781934422465	BE Publishing	TEXT	S	FS / Fundae Sundaes			Tavano	2013	34.95	2015	Not Reviewed
	CTE / Business Education			Word Processing CE	32-02-00-13-370	0000					
9781619606401	GOODHEART-WIL	TEXT	S	Parents and Their Children / Parents and Their Children			Ryder et al	2015	63.96	2015	Recommended Primary
	CTE / Family and Consumer Sciences			Child Development	34-01-00-00-020	0000					
9781619604926	GOODHEART-WIL	TEXT	S	Fashion Marketing & Merchandising / Fashion Marketing & Merchandising			Wolfe	2014	67.50	2015	Recommended Primary
	CTE / Family and Consumer Sciences			Fashion Strategies	34-01-00-00-140	0000					
9781118875070	WILEY	TEXT	S	Security Fundamentals / CompTIA Security+Study Guide: SYO-401 6e			Dulaney	2014	49.99	2015	Recommended Primary
	CTE / Information Technology			Security Fundamentals	35-01-00-00-036	0000					
9781619607958	GOODHEART-WIL	TEXT	S	Computer Service and Repair / Computer Service and Repair			Roberts	2015	76.50	2015	Recommended Primary
	CTE / Information Technology			A+ (Computer Repair/Maintenance)	35-01-00-00-040	0000					
9780763861797	EMC	mult	S	Computers:Understanding Technology / Comprehensive Text + Multiplatform eBook			Fuller	2015	138.95	2015	Recommended Primary
	CTE / Information Technology			Introduction to Information Technology	35-02-00-00-005	0000					
9780763861797	EMC	mult	S	Computers:Understanding Technology / Comprehensive Text + Multiplatform eBook			Fuller	2015	138.95	2015	Recommended Limited
	CTE / Information Technology			Exploring Computer Science I (CS)	35-02-00-00-007	0000					
9780763851873	EMC	mult	S	Computer Concepts & Microsoft Office / 2013 Text with data files CD			Seguin	2014	105.95	2015	Recommended Limited
	CTE / Information Technology			Exploring Computer Science I (CS)	35-02-00-00-007	0000					
9781934422809	BE Publishing	TEXT	S	PP2013 / Learn by Doing Microsoft PowerPoint 2013			Olesen & B.E	2014	58.95	2015	Recommended Limited
	CTE / Information Technology			Digital Media I	35-02-00-00-010	0000					
9781305267237	CENGAGE	Text	S	Adobe / Adobe Photoshop Creative Cloud: Comprehensive			Starks	2015	103.25	2015	Recommended Limited
	CTE / Information Technology			Digital Media I	35-02-00-00-010	0000					
9780988707047	COMPUSCHOLAR	intr	S	TeenCoder Java Programming (Abridged) / TeenCoder Java Programming (Abridged)			CompuScholar	2015	35.00	2015	Recommended Primary
	CTE / Information Technology			Computer Programming I	35-02-00-00-030	0000					
9780988707009	COMPUSCHOLAR	intr	S	TeenCoder Windows Programming / TeenCoder Windows Programming			CompuScholar	2015	35.00	2015	Recommended Primary
	CTE / Information Technology			Computer Programming I	35-02-00-00-030	0000					
9780988707023	COMPUSCHOLAR	intr	S	TeenCoder Java Programming / TeenCoder Java Programming			CompuScholar	2015	35.00	2015	Recommended Primary
	CTE / Information Technology			Computer Programming II	35-02-00-00-040	0000					
9781305267220	CENGAGE	Text	S	Adobe / Adobe Dreamweaver Creative Cloud: Comprehensive			Hoisington/M	2015	114.75	2015	Recommended Limited
	CTE / Information Technology			Web Development I	35-02-00-00-060	0000					
9781305263642	CENGAGE	Text	S	Adobe / Exploring Adobe InDesign Creative Cloud			Rydberg	2015	48.50	2015	Recommended Limited
	CTE / Information Technology			Web Development I	35-02-00-00-060	0000					
9781305262614	CENGAGE	Text	S	Adobe / Adobe Illustrator Creative Cloud Revealed			Botello	2015	59.75	2015	Recommended Limited
	CTE / Information Technology			Web Development I	35-02-00-00-060	0000					
9781305262492	CENGAGE	Text	S	Adobe / Adobe InDesign Creative Cloud Revealed			Botello	2015	59.75	2015	Recommended Limited
	CTE / Information Technology			Web Development I	35-02-00-00-060	0000					
9781305260535	CENGAGE	Text	S	Adobe / Adobe Photoshop Creative Cloud Revealed			Reding	2015	59.75	2015	Reviewed Not Recomm.
	CTE / Information Technology			Web Development I	35-02-00-00-060	0000					
9781305118713	CENGAGE	Text	S	Adobe / Adobe Dreamweaver Creative Cloud Revealed			Bishop	2015	59.75	2015	Recommended Limited
	CTE / Information Technology			Web Development I	35-02-00-00-060	0000					
9780988707030	COMPUSCHOLAR	intr	S	KidCoder Web Design / KidCoder Web Design			CompuScholar	2015	35.00	2015	Recommended Limited
	CTE / Information Technology			Web Development I	35-02-00-00-060	0000					
9781934422809	BE Publishing	TEXT	S	PP2013 / Learn by Doing Microsoft PowerPoint 2013			Olesen & B.E	2014	58.95	2015	Reviewed Not Recomm.
	CTE / Information Technology			Digital Media I- CE	35-02-00-13-010	0000					

Instructional Materials Search

CTE / Health Science		Advanced Health Science					6/2/2015				
ISBN	Pub Id	Media	ST	Series / Title	36-01-00-00-001	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781256528234	PEARSONPRENT	Text	S	Intro to Health Sci-Health Sci Fund / SE with CourseSmart eText 5-year access Advanced Health Science	36-01-00-00-001	0000	Badash et al	2011	96.47	2015	Reviewed Not Recomm.
9781256528234	PEARSONPRENT	Text	S	Intro to Health Sci-Health Sci Fund / SE with CourseSmart eText 5-year access Intro to Health Science	36-01-00-00-090	0000	Badash et al	2011	96.47	2015	Recommended Limited
9781133693611	CENGAGE	Text	S	DHO / Health Science Intro to Health Science	36-01-00-00-090	0000	Simmers	2014	119.00	2015	Rec. Teacher Resource
9781133691655	CENGAGE	Text	S	Body Structures and Functions / Body Structures and Functions Medical Anatomy & Physiology	36-01-00-00-110	0000	Scott/Fong	2014	67.75	2015	Recommended Primary
9780803643734	FA DAVIS	text	S	Understanding Anatomy & Physiology / Understanding Anatomy & Physiology Medical Anatomy & Physiology	36-01-00-00-110	0000	Inte	2015	55.95	2015	Not Sampled
9780803639577	FA DAVIS	text	S	Essentials of Anatomy and Physiology / Essentials of Anatomy and Physiology Medical Anatomy & Physiology	36-01-00-00-110	0000	Inte	2015	55.95	2015	Recommended Primary
9780558823870	PEARSONPRENT	Text	S	Anatomy Physiology and Disease Revised First Edition / Student edition Medical Anatomy & Physiology	36-01-00-00-110	0000	Colbert et	2011	78.47	2015	Recommended Primary
9781133951742	CENGAGE	Text	S	Introduction to Medical Terminology / Introduction to Medical Terminology Medical Terminology	36-01-00-00-175	0000	Ehrlich/Schr	2015	73.00	2015	Recommended Primary
9780803643734	FA DAVIS	text	S	Understanding Anatomy & Physiology / Understanding Anatomy & Physiology Medical Terminology CE	36-01-00-13-175	0000	Inte	2015	55.95	2015	Not Sampled
9780803639577	FA DAVIS	text	S	Essentials of Anatomy and Physiology / Essentials of Anatomy and Physiology Medical Terminology CE	36-01-00-13-175	0000	Inte	2015	55.95	2015	Reviewed Not Recomm.
9781133962489	CENGAGE	Text	S	Marketing / Marketing Economics - Marketing	37-01-00-00-030	0000	Burrow/Fowle	2016	80.50	2015	Rec. Teacher Resource
9781934422571	BE Publishing	TEXT	S	TRE / The Resturant Entrepreneur Entrepreneurship - Marketing	37-01-00-00-040	0000	Toporski & B	2014	38.95	2015	Reviewed Not Recomm.
9781934422540	BE Publishing	TEXT	S	SF / Slater Farms Entrepreneurship - Marketing	37-01-00-00-040	0000	B.E. Publish	2013	38.95	2015	Reviewed Not Recomm.
9781934422281	BE Publishing	TEXT	S	HUB / The Hub Entrepreneurship - Marketing	37-01-00-00-040	0000	Tavano	2011	32.95	2015	Reviewed Not Recomm.
9781619604926	GOODHEART-WIL	TEXT	S	Fashion Marketing & Merchandising / Fashion Marketing & Merchandising Fashion Merchandising	37-01-00-00-060	0000	Wolfe	2014	67.50	2015	Recommended Primary
9781619604926	GOODHEART-WIL	TEXT	S	Fashion Marketing & Merchandising / Fashion Marketing & Merchandising Fashion Merchandising Advanced	37-01-00-00-070	0000	Wolfe	2014	67.50	2015	Recommended Primary
9781934422571	BE Publishing	TEXT	S	TRE / The Resturant Entrepreneur Marketing #1	37-01-00-00-165	0000	Toporski & B	2014	38.95	2015	Reviewed Not Recomm.
9781934422540	BE Publishing	TEXT	S	SF / Slater Farms Marketing #1	37-01-00-00-165	0000	B.E. Publish	2013	38.95	2015	Reviewed Not Recomm.
9781934422281	BE Publishing	TEXT	S	HUB / The Hub Marketing #1	37-01-00-00-165	0000	Tavano	2011	32.95	2015	Reviewed Not Recomm.
9781133602446	CENGAGE	Text	S	Sports and Entertainment Marketing / Sports and Entertainment Marketing Sports & Entertainment Marketing	37-01-00-00-260	0000	Kaser/Oelker	2016	45.75	2015	Recommended Limited
9781934422571	BE Publishing	TEXT	S	TRE / The Resturant Entrepreneur Entrepreneurship - Marketing CE	37-01-00-13-040	0000	Toporski & B	2014	38.95	2015	Reviewed Not Recomm.
9781934422540	BE Publishing	TEXT	S	SF / Slater Farms Entrepreneurship - Marketing CE	37-01-00-13-040	0000	B.E. Publish	2013	38.95	2015	Reviewed Not Recomm.
9781934422281	BE Publishing	TEXT	S	HUB / The Hub Entrepreneurship - Marketing CE	37-01-00-13-040	0000	Tavano	2011	32.95	2015	Reviewed Not Recomm.

Instructional Materials Search

CTE / Marketing Education		Marketing Semester CE				6/2/2015					
ISBN	Pub Id	Media	ST	Series / Title	37-01-00-13-165	Elem Subj	Author	Copy Right	Price	Adopt	Adoption Action
9781934422571	BE Publishing	TEXT	S	TRE / The Resturant Entrepreneur Marketing Semester CE	37-01-00-13-165	0000	Toporski & B	2014	38.95	2015	Reviewed Not Recomm.
9781934422540	BE Publishing	TEXT	S	SF / Slater Farms Marketing Semester CE	37-01-00-13-165	0000	B.E. Publish	2013	38.95	2015	Reviewed Not Recomm.
9781934422281	BE Publishing	TEXT	S	HUB / The Hub Marketing Semester CE	37-01-00-13-165	0000	Tavano	2011	32.95	2015	Rec. Teacher Resource
9781305086180	CENGAGE	Text	S	RCA Carpentry / RCA Carpentry Carpentry 1	40-08-00-00-010	0000	Vogt	2016	95.75	2015	Recommended Primary
9780130102461	PEARSONPRENT	Text	S	NCCER Concrete Placing and Finishing-Concrete Finishing / Trainee Guide Student Edition	40-08-00-00-020	0000	NCCER	1998	67.00	2015	Rec. Teacher Resource
9780136099512	PEARSONPRENT	Text	S	NCCER Construction Technology / Trainee Guide - hard cover Student Edition	40-08-00-00-035	0000	NCCER	2009	140.00	2015	Recommended Primary
9780132571098	PEARSONPRENT	Text	S	Electrical Line worker-NCCER Power Line Worker / Trainee Guide Student Edition	40-08-00-00-050	0000	NCCER	2012	67.00	2015	Not Reviewed
9780133754025	PEARSONPRENT	Text	S	NCCER Masonry Level 1 Hardcover Trainee Guide 4e / Trainee Guide Student Edition	40-08-00-00-080	0000	NCCER	2014	69.00	2015	Not Reviewed
9780132921435	NASPE	Text	S	NCCER Plumbing Level 1 paperback 4th edition / Trainee Guide Student Edition	40-08-00-00-100	0000	NCCER	2013	67.00	2015	Rec. Student Resource
9780133148503	PEARSONPRENT	Text	S	NCCER Plumbing Level 2 paperback / Trainee Guide Student Edition	40-08-00-00-105	0000	NCCER	2014	94.00	2015	Rec. Student Resource
9781133702856	CENGAGE	Text	S	Auto Body / Auto Body Repair Technology Basic Automotive Collision Repair	40-09-00-00-005	0000	Duffy	2015	175.75	2015	Recommended Primary
9781305110595	CENGAGE	Text	S	Automotive Service / Inspection Maintenance Repair Introduction to Automotive	40-09-00-00-020	0000	Gilles Tim	2016	98.75	2015	Recommended Primary
9781133612315	CENGAGE	Text	S	Automotive Technology / A Systems Approach Introduction to Automotive	40-09-00-00-020	0000	Erjavec/Thom	2015	113.25	2015	Recommended Primary
9780133391367	PEARSONPRENT	Text	S	Introduction to Automotive Service 1/e & MyAutomotiveLab / print plus 5 year access	40-09-00-00-020	0000	Halderman et	2013	105.97	2015	Recommended Limited
9780134133423	PEARSONPRENT	Text	S	ASE General Service Tech- Automotive Technology 5e NASTA / Student Ed-6yr access	40-09-00-00-021	0000	Halderman	2016	117.47	2015	Not Reviewed
9780136147886	PEARSONPRENT	Text	S	NCCER Cabinet Making and Millwork-Cabinetmaking / Trainee Guide Student Edition	40-10-00-00-020	0000	NCCER	2007	22.00	2015	Recommended Limited
9780136044826	PEARSONPRENT	Text	S	NCCER Sheet Metal / Trainee Guide Student Edition	40-10-00-13-090	0000	NCCER	2008	67.00	2015	

R277. Education, Administration.

R277-107. Educational Services Outside of Educator's Regular Employment.

R277-107-1. Definitions.

A. "Activity sponsor" means a private or public individual or entity that employs an employee in any program in which public school students participate.

B. "Board" means the Utah State Board of Education.

C. "Extracurricular activity" means an activity for students recognized or sanctioned by an LEA which may supplement or compliment, but is not part of, the LEA's required program or regular curriculum.

D. "LEA" or "local education agency" means a school district, charter school or, for purposes of this rule, the Utah Schools for the Deaf and the Blind.

E. "Public education employee (employee)" means a person who is employed on a full-time, part-time, or contract basis by any LEA.

F(1) "Private, but public education-related activity" means any type of activity for which:

(a) a public education employee receives compensation; and

(b) the principle clients are students at the school where the employee works.

(2) "Private, but public education-related activity" may include:

(a) tutoring;

(b) lessons;

(c) clinics;

(d) camps; or

(e) travel opportunities.

R277-107-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, Section 53A-1-402.5 which directs the Board to make rules that establish basic ethical conduct standards for employees who provide public education-related services or activities outside of their regular employment, and 53A-1-401(3) which permits the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to provide direction and parameters for employees who provide or participate in public education-related services or activities outside of their regular public education employment.

C. The Board recognizes that public school educators have expertise and training in various subjects and skills and should have the opportunity to enrich the community with their skills and expertise while still respecting the unique public trust that public educators have.

R277-107-3. LEA Responsibility.

An LEA may have policies providing for the following, consistent with the provisions of this R277-107 and the law:

A. sponsorship or specific non-sponsorship of extracurricular

activities; or

B. opportunities for students.

R277-107-4. LEA Relationship to Activities Involving Educators.

A(1) An LEA may sponsor extracurricular activities or opportunities for students.

(2) Extracurricular activities are subject to Utah's school fee laws and rules, fee waivers, procurement and all other applicable laws and rules.

B. An employee that participates in a private, but public education-related activity, is subject to the following:

(1) the employee's participation in the activity shall be separate and distinguishable from the employee's public employment as required by this rule;

(2) the employee may not, in promoting the activity:

(a) contact students at the public schools, except as permitted by this rule; or

(b) use education records, resources, or information obtained through the employee's public employment unless the records, resources, or information are readily available to the general public;

(3) the employee may not use school time to discuss, promote, or prepare for:

(a) a private activity; or

(b) a private, but public education-related activity;

(4) the employee may:

(a) offer private, but public education-related services, programs or activities to students provided that they are not advertised or promoted by the employee during school time;

(b) discuss a private, but public education-related activity with students or parents outside of the classroom and the regular school day;

(c) use student directories or online resources which are available to the general public; and

(d) use student or school publications in which commercial advertising is allowed, to advertise and promote the activity.

C. Credit and participation in a public school program or activity may not be conditioned on a student's participation in such activities as clinics, camps, private programs, or travel activities not equally and freely available to all students.

D. No employee may state or imply to any person that participation in a regular school activity or program is conditioned on participation in a private activity.

E. No provision of this rule shall preclude a student from requesting or petitioning a teacher or school for approval of credit based on an extracurricular educational experience consistent with LEA policy.

R277-107-5. Advertising.

A. An employee may purchase advertising space to advertise an activity or service in a publication, whether or not sponsored by the public schools, that accepts paid or community advertising.

B. The advertisement may identify the activity, participants, and leaders or service providers by name, provide non-school

contact information, and provide details of the employee's employment experience and qualification.

C. Posters or brochures may be posted or distributed in the same manner as could be done by a member of the general public, advertising an employee's services, consistent with LEA policy.

D. Unless an activity is sponsored by the LEA, the advertisement shall state clearly and distinctly that the activity is NOT sponsored by the LEA.

E. The name of an LEA may not be used in the advertisement except as the LEA's name may relate to the employee's employment history or if school facilities have been rented for the activity.

F. If the name of the employee offering the service or participating in the activity is stated in any advertisement sent to the employee's students, or is posted, distributed, or otherwise made available in the employee's school, the advertisement shall state that the activity is not school sponsored.

R277-107-6. Public Education Employees.

A. Public education employees shall comply with Title 63G, Chapter 6a, Utah Procurement Code.

B. Public education employees shall comply with Title 67, Chapter 16, Public Officers' and Employees' Ethics Act.

C. Except as provided in R277-107-6D, consistent with Section 63G-6a-2404 and Title 67, Chapter 16, Public Officers' and Employees' Ethics Act, a public education employee may not solicit or accept gifts, incentives, honoraria, or stipends from private sources:

(1) for the employee's personal or family use;

(2) in exchange or payment for advertising placed by the employee; or

(3) in exchange or payment for securing agreements, contracts or purchases between private company and public education employer, programs or teams.

D. A public education employee may accept a gift, incentive, honoraria, or stipend from a private source if the gift, incentive, honoraria, or stipend is:

(1)(a) of nominal value and is for birthdays, holidays, or teacher appreciation occasions; or

(b) a public award in recognition of public service; and

(2) consistent with school or LEA policies and the Utah Public Employees Ethics Act.

E. A public education employee who holds a Utah educator license shall be subject to license discipline (including license suspension or revocation) for violation of this R277-107 and applicable provisions of Utah law.

R277-107-7. Public Education Employee/Sponsor Agreements or Contracts.

A. An agreement between an employee and an activity sponsor shall be signed by the employee and include a statement that reads substantially: I understand that this activity is not sponsored by an LEA, that my responsibilities to the activity sponsor are outside the scope of and unrelated to any public duties or responsibilities I may have as a public education employee, and I

agree to comply with laws and rules of the state and policies regarding my advertising and participation.

B. An employee shall provide the LEA business administrator, superintendent, or charter school director with a signed copy of all contracts between the employee and a private activity sponsor.

C. An LEA shall maintain a copy of a contract described in R277-107-7B in the employee's personnel file.

KEY: school personnel

Date of Enactment or Last Substantive Amendment: 2015

Notice of Continuation: 2015

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-402.5; 53A-1-401(3)

R277. Education, Administration.

R277-410. Accreditation of Schools.

R277-410-1. Definitions.

A. "Accreditation" means the formal process for internal and external review and approval under the Standards for the Northwest Accreditation Commission, a division of Advance Education Inc., (AdvancED).

B. "AdvancED" means the provider of accreditation services based on standards, student performance and stakeholder involvement and nonprofit resource offering school improvement and accreditation services to education providers.

C. "Board" means the Utah State Board of Education.

D. "Elementary school" for the purpose of this rule means grades no higher than grade 6.

E. "Junior high school" for purposes of this rule means grades 7 through 9.

F. "Middle school" for the purpose of this rule means grades no lower than grade 5 and no higher than grade 8 in any combination.

G. "Northwest" means the Northwest Accreditation Commission, the regional accrediting association of which Utah is a member. Northwest is an accreditation division of AdvancED.

H. "Secondary school" for the purpose of this rule means a school that includes grades 9-12 that offers credits toward high school graduation or diplomas or both in whatever kind of school the grade levels exist.

I. "State Council" means the State Accreditation Council, which is composed of 15- 20 public school administrators, school district personnel, private and special purpose school representatives, and USOE personnel. The members are selected to provide statewide representation and volunteer their time and service.

J. "Superintendent" means the State Superintendent of Public Instruction or the Superintendent's designee.

R277-410-2. Authority and Purpose.

A. This rule is authorized under Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, by Section 53A-1-402(1)(c)(i) which directs the Board to adopt rules for school accreditation, and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify accreditation procedures and responsibility for public schools for which accreditation is required or sought voluntarily and for nonpublic schools which voluntarily request AdvancED Northwest accreditation.

R277-410-3. Accreditation of Public Schools.

A. The Superintendent has responsibility to facilitate accreditation by the Board for Utah public schools. The Board is not responsible for the accreditation of nonpublic schools, including private, parochial, or other independent schools.

B. A Utah public secondary school, as defined in R277-410-1H and consistent with R277-481-3A(2), shall be a member of AdvancED

Northwest and be accredited by AdvancED Northwest.

C. A Utah public elementary or middle school that desires accreditation shall be a member of AdvancED Northwest and meet the requirements of R277-410-5 and R277-410-6. AdvancED Northwest accreditation is optional for Utah elementary and middle schools.

D. An AdvancED Northwest accredited school shall complete and file reports in accordance with AdvancED Northwest protocols.

E. If a school includes grade levels for which accreditation is both mandatory and optional, the school shall be accredited in its entirety.

R277-410-4. Accreditation Status; Reports.

A. The Board accepts the AdvancED Northwest Standards for Quality Schools as the basis for its accreditation standards for school accreditation.

B. A Utah public school seeking accreditation shall meet additional specific Utah assurances in addition to required AdvancED Northwest standards.

C. A school shall complete reports as required by AdvancED Northwest and submit the report to the appropriate recipients.

D. A school shall have a complete school evaluation and site visit at least once every five years to maintain its accreditation.

E. The Board or Superintendent may require on-site visits as often as necessary when the Superintendent receives notice of accreditation problems, as determined by the Superintendent, AdvancED Northwest, or its State Council.

F. The school's accreditation status is recommended by the State Council following a review of the report of the school's External Review. Final approval of the status is determined by the AdvancED Commission and approved by the Board.

R277-410-5. Accreditation Procedures.

A. The evaluation of secondary schools for the purpose of accreditation is a cooperative activity in which the school, the school district, the Superintendent, and AdvancED Northwest share responsibilities. A school's internal review, development, and implementation of a school improvement plan are crucial steps toward accreditation.

B. A school seeking AdvancED Northwest accreditation for the first time shall submit a membership application to AdvancED. The accepted application shall be forwarded to the AdvancED Managing Office Director.

(1) If a school's application for membership is accepted by AdvancED, the Utah AdvancED Managing Office shall schedule an on-site Readiness Review. Upon successful completion of the Readiness Review, the school may become a candidate for accreditation. Candidate schools are not accredited until such status is officially granted.

(2) A school may remain in candidacy for no more than two years prior to hosting an External Review Team accreditation visit. The External Review Team shall be staffed with at least two qualified educators verifying a school's compliance with accreditation standards. Following approval by both the Utah AdvancED Council and the AdvancED Commission, the school shall

receive accreditation. A school may request an External Review accreditation visit prior to year two if the school has sufficient student and financial data.

C. AdvancED Northwest accredited schools shall be subject to:

(1) compliance with AdvancED Northwest membership requirements;

(2) satisfactory review by the AdvancED State Council, AdvancED Northwest Commission and Board approval;

(3) a site visit at least every five years by an external review team to review the internal review materials, visit classes, and talk with staff and students as follows:

(a) The external review team shall present its finding in the form of a written report in a timely manner. The report shall be provided to the school, school district superintendent or local charter board chair, and other appropriate parties.

(b) AdvancED staff shall review the external review team report, and consult with the Utah AdvancED Council. The AdvancED Commission shall grant accreditation status if appropriate.

D. Following review and acceptance, accreditation external review team reports are public information and are available upon request.

R277-410-6. Elementary School Accreditation.

A. Elementary schools desiring accreditation shall be members of AdvancED Northwest and meet the standards required for such accreditation as outlined in this rule.

B. The accreditation of Utah elementary schools is optional; interested elementary schools may apply to AdvancED Northwest for accreditation.

C. Accreditation shall take place under the direction of AdvancED Northwest.

R277-410-7. Junior High and Middle School Accreditation.

A. Junior high and middle schools desiring accreditation shall be members of AdvancED Northwest and meet the standards required for such accreditation as outlined in this rule.

B. The accreditation of Utah middle schools is optional; interested middle schools may apply to AdvancED Northwest for accreditation.

C. Public junior high and middle schools that include grade 9 shall be members of AdvancED Northwest and be visited and assigned status by AdvancED Northwest.

D. The AdvancED Northwest accreditation standards provided in this rule are applicable to a junior high or middle school in the school's entirety if the school includes grade 9 consistent with R277-410-6C.

R277-410-8. Board Accreditation Standards.

A. Board accreditation standards include AdvancED Standards for Quality Schools and Utah-specific requirements. Each standard requires the school to respond to a series of indicator statements and provide evidence of compliance as directed.

B. Utah-specific assurances include essential information sought from schools to demonstrate alignment with Utah law and

Board rules. Utah-specific assurances are available from the USOE Teaching and Learning Section.

R277-410-9. Transfer or Acceptance of Credit.

A. Utah public schools shall accept transfer credits from accredited secondary schools consistent with R277-705-3.

B. Utah public schools may accept transfer credits from other credit sources consistent with R277-705-3.

KEY: accreditation, public schools, nonpublic schools

Date of Enactment or Last Substantive Amendment: 2015

Notice of Continuation: 2015

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-402(1)(c); 53A-1-401(3)

R277. Education, Administration.

R277-500. Educator Licensing Renewal, Timelines, and Required Fingerprint Background Checks.

R277-500-1. Definitions.

A. "Acceptable alternative professional learning activity" means an activity that may not fall within a specific category under R277-500-5 but is consistent with this rule.

B. "Accredited" means a teacher preparation program accredited by the National Council for Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or the Council for the Accreditation of Educator Preparation (CAEP).

C. "Accredited school," for purposes of this rule, means a public or private school that has met standards considered to be essential for the operation of a quality school program and has received formal approval by the Northwest Accreditation Commission.

D. "Active educator," for purposes of this rule, means an individual holding a valid license issued by the Board who is employed by a Utah public LEA, accredited private school, or USOE, or who was employed by a Utah public LEA or accredited private school in a role covered by the license for at least three years in the individual's renewal period.

E. "Active educator license" means a license that is currently valid for employment in a position requiring an educator license.

F. "Board" means the Utah State Board of Education.

G. "College/university course" means a course taken through an institution approved under Section 53A-6-108.

H. "Course work successfully completed" for purposes of this rule means the student earns a grade C or better in approved university or university level course work or USOE professional learning credit.

I. "Documentation of professional learning activities" means:

(1) an original student transcript of university/college courses;

(2) an LEA or USOE-sponsored electronic record of professional learning activities;

(3) a summary, explanation, or copy of the product of a professional learning activity signed by the educator's supervisor or a licensed administrator ;

(4) a certificate of completion for an approved professional learning conference, workshop, institute, symposium, educational travel experience or staff development; or

(5) an agenda or conference program demonstrating sessions and duration of professional learning activities.

J. "Educational research" means conducting research on education issues or investigating education innovations.

K. "Inactive educator" means an individual:

(1) who holds a valid license issued by the Board;

(2) who is not currently employed by a Utah public LEA or accredited private school; and

(3) who was employed by a Utah public LEA or accredited private school in a role covered by the license for less than three years in the individual's renewal period.

L. "Inactive educator license" means a license issued by the Board, other than a suspended or revoked license, that is currently

not valid due to the holder's failure to complete requirements for license renewal.

M. "LEA" or "local education agency" means a school district or a charter school.

N. "Level 1 license" means a Utah professional educator license issued:

(1) to an applicant upon completion of an approved preparation program or an alternative preparation program; or

(2) to an applicant that holds an educator license issued by another state or country that has also met all ancillary requirements established by law or rule.

O. "Level 2 license" means a Utah professional educator license issued to an applicant after the applicant meets the following:

(1) completion of all requirements for a Level 1 license;

(2) satisfaction of requirements under R277-522 for a teacher whose employment as a Level 1 licensed educator began after January 1, 2003 in a Utah public LEA or accredited private school;

(3) completion of:

(a) at least three years of successful education experience in a Utah public LEA or accredited private school; or

(b) (i) one year of successful education experience in a Utah public LEA or accredited private school; and

(ii) at least three years of successful education experience in a public LEA or accredited private school outside of Utah; and

(4) completion of any additional requirements established by law or rule.

P. "Level 3 license" means a Utah professional educator license issued to an educator who:

(1) holds a current Utah Level 2 license; and

(2) (a) received National Board Certification;

(b) received a doctorate in education or in a field related to a content area in a unit of:

(i) the public education system; or

(ii) an accredited private school; or

(c) holds a Speech-Language Pathology area of concentration and has obtained American Speech-Language Hearing Association (ASHA) certification.

Q. "License" means an authorization which permits the license holder to serve in a professional capacity in a public LEA or accredited private school.

R. "Licensed administrator" means:

(1) an individual holding an active educator license that is valid for employment in a public school administrative position; or

(2) an individual currently employed by a Utah charter school in an administrative position.

S. "License renewal points" means the points accumulated by a Utah license holder through activities approved under this rule for the purpose of satisfying requirements of Section 53A-6-104.

T. "National Board Certification" means the successful completion of the National Board for Professional Teaching Standards (NBPTS) process, a three-year process, that may include:

(1) national content-area assessment;

(2) an extensive portfolio; and

(3) assessment of video-taped classroom teaching experience.

U. "Professional growth plan" means a plan created and reviewed annually by an active educator and the educator's direct supervisor that details the professional goals of the educator based on the Utah Effective Teaching and Educational Leadership Standards consistent with R277-520 and related to the educator's self-assessment and formal evaluation required under Section 53A-8a-301.

V. "Professional learning" means engaging in activities that improve or enhance an educator's practice.

W. "Professional learning plan" means a document prepared by a Utah educator consistent with this rule.

X. "Superintendent" means the State Superintendent of Public Instruction or the Superintendent's designee.

Y. "University level course" means a course:

(1) that has the same academic rigor and requirements of a university or college course;

(2) taught by appropriately trained individuals; and

(3) designated as a university level course by the Superintendent.

Z. "UPPAC" means the Utah Professional Practices Advisory Commission under Section 53A-6-301 through 307.

AA. "USOE" means the Utah State Office of Education.

BB. "USOE professional learning credit" means a course, approved by the Superintendent under R277-519-3, that educators may participate in to:

(1) renew a license;

(2) teach in another subject area; or

(3) teach at another grade level.

CC. "Verification of employment" means official documentation of employment as an educator listing the educator's assignment and years of service, signed by the supervising administrator.

R277-500-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, Section 53A-6-104 which requires the Board to make rules requiring participation in professional learning activities in order for educators to retain Utah licensure, and Section 53A-1-401(3) which permits the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to provide definitions and requirements for an educator to renew a Utah educator license. This rule requires verification of employment, development of a professional learning plan, and documentation of activities consistent with Title 53A, Chapter 6.

R277-500-3. Educator License Renewal Requirements.

A. Professional Learning Plan for Active Educators

(1) An active educator, in collaboration with the active educator's supervisor, shall develop and maintain a professional learning plan as a subset of the active educator's professional growth plan.

(2) The professional learning plan shall outline the

professional learning activities in which the educator will participate during the educator's current license renewal cycle;

(3) The professional learning plan shall be developed by taking into account:

(a) the educator's professional goals;

(b) curriculum relevant to the educator's current or anticipated assignment;

(c) goals and priorities of the LEA and school;

(d) available student data relevant to the educator's current or anticipated assignment;

(e) feedback from the educator's yearly evaluation required under Section 53A-8a-301;

(f) the requirements under R277-522 if the educator is a Level 1 licensed educator.

(4) The professional learning plan for active educators shall include two hours of professional learning on youth suicide prevention consistent with Section 53A-1-603.

(5) The professional learning plan shall be reviewed and signed annually by the educator and supervisor and may be adjusted as appropriate.

(6) The educator is responsible for creation of the professional learning plan in collaboration with the designated supervisor.

(7) The educator is responsible for maintaining documentation associated with the plan and the annual review of the plan.

(8) The LEA may create tools or policies or both to assist educators in meeting this responsibility.

B. Professional Learning Plan for Inactive Educators

(1) All inactive educators intending to renew an educator license shall, in collaboration with a licensed administrator, develop and maintain a professional learning plan.

(2) The professional learning plan shall outline the professional learning activities in which the educator will participate during the educator's current license renewal cycle.

(3) The plan shall take into account:

(a) the educator's professional goals;

(b) current license areas of concentration and endorsements;

(c) current trends relevant to the educator's current license areas of concentration and endorsements;

(d) the Utah Core Standards relevant to the educator's current license areas of concentration and endorsements;

(4) The professional learning plan shall be reviewed and signed by the educator and a licensed administrator at the beginning of the license renewal cycle and again at the end of the license renewal cycle.

(5) The educator shall develop the professional learning plan and maintain documentation of the plan.

C. License Renewal Points

(1) To be valid for renewal, the professional learning plan shall document that the educator has earned the appropriate number of license renewal points as defined in R277-500-3.

(2) License holders may accrue license renewal points beginning with the date of each new license renewal.

(3) A Level 1 license holder shall earn at least 100 license

renewal points in each three year period. A Level 1 license may only be renewed consistent with R277-504-3D.

(4) A Level 2 license holder shall earn at least 200 license renewal points in each 5 year period.

(5) A Level 3 license holder shall earn at least 200 license renewal points in each 7 year period.

D. Documentation

(1) Each Utah license holder shall be responsible for maintaining documentation supporting completion of the professional learning plan.

(2) It is the educator's responsibility to retain documentation of professional learning activities with appropriate signatures.

(3) All documentation relevant to the professional learning plan shall be retained by the educator for a minimum of two years from the designated renewal date.

E. Educator Ethics Review

(1) Completion of the USOE Educator Ethics Review shall be required for the renewal of a Utah educator license beginning January 1, 2011.

(2) No license may be renewed prior to the completion of the USOE Educator Ethics Review.

(3) The Ethics Review shall be completed within one calendar year prior to license renewal.

F. The Superintendent may renew an educator's license if:

(1) the educator's background check is complete; and

(2) the educator is currently enrolled in ongoing monitoring through registration with the systems described in Section 53A-15-1505.

R277-500-4. Educator License Renewal Procedures.

A. An active educator license holder shall satisfy the final review and obtain the appropriate signatures regarding completion of the professional learning plan between January 1 and June 30 of the educator's assigned renewal year.

(1) A Level 2 or 3 educator license holder who has completed all additional requirements for renewal shall complete the online renewal provided by USOE between January 1 and June 30 of the educator's assigned renewal year.

(2) A Level 1 educator license holder who has completed all additional requirements for renewal shall submit the Professional Learning Plan Completion Form to the USOE between January 1 and June 30 of the educator's assigned renewal year. Forms that are not complete or do not bear original signatures shall not be processed.

(3) An educator's failure to complete the online process or submit the completion form consistent with deadlines in this rule shall result in beginning anew the administrative licensure process, including all attendant fees and criminal background checks.

B. An inactive educator license holder shall satisfy the final review and obtain the appropriate signatures regarding completion of the professional learning plan within one calendar year prior to the date on which the inactive educator license holder is

directed/scheduled to renew the license.

(1) A Level 2 or 3 educator license holder who has completed all additional requirements for renewal shall complete the online renewal process provided by USOE between January 1 and June 30 of the educator's assigned renewal year.

(2) A Level 1 educator license holder who has completed all additional requirements for renewal shall submit the Professional Learning Plan Completion Form to the USOE between January 1 and June 30 of the educator's assigned renewal year. Forms that are not complete or do not bear original signatures shall not be processed.

(3) An educator's failure to complete the online process or submit the completion form consistent with deadlines shall result in beginning anew the licensure process, including all attendant fees and criminal background checks.

C(1) An educator shall obtain the signature of the educator's direct administrative supervisor on the educator's renewal form.

(2) The educator's direct administrative supervisor described in R277-500-4C(1) shall be a licensed administrator.

(3) If an educator's supervisor is not a licensed administrator then the form shall be signed by the next highest administrative supervisor who is a licensed administrator.

(4) If the educator is the highest administrative authority in the LEA then the form shall be signed by the president or chairperson of the LEA's governing board.

D. An educator who is seeking a license renewal shall obtain the signature of a licensed administrator on the educator's license renewal form.

E(1) The Superintendent shall charge a fee, set by the Superintendent, to an educator seeking renewal from an inactive status or requesting level changes.

(2) The Superintendent shall charge an educator with an active license renewal fee consistent with R277-502

F. The Superintendent shall audit a random sample of approximately ten percent of the annual online renewals.

G. An educator selected for an audit described in R277-500-4F:
(1) shall submit the Professional Learning Plan Completion Form with the appropriate signatures to the USOE in a timely manner.

(2) shall receive a warning letter and may be referred to UPPAC if documentation is not submitted as requested.

(3) shall be referred to UPPAC for possible license discipline if the documentation reveals fraudulent or unprofessional actions.

H. The Superintendent may review or audit renewal transactions including the professional learning plan, signatures, and documentation of professional learning activities.

R277-500-5. Categories of Acceptable Activities for License Renewal.

A(1) An educator may earn licensure renewal points based on the educator's employment in a position requiring a Utah educator license during the educator's license cycle.

(2) An educator may only count years of employment with satisfactory performance evaluations for license renewal points.

(3) A Level 1 license holder may earn 25 license renewal points per year of employment to a maximum of 50 points per license cycle.

(4) A Level 2 or 3 license holder may earn 35 license renewal points per year of employment to a maximum of 105 points per license cycle.

B(1) An educator shall complete a college or university course with a C or better, or a pass, to have the course apply to the educator's license.

(2) Each semester hour of university or college credit, as recorded on an official transcript, equals 18 license renewal points.

C(1) USOE professional learning credit:

(a) shall be approved as described in R277-519-3; and

(b) shall be successfully completed through attendance and through completion of required project(s).

(2) Each semester credit hour equals 15 license renewal points.

(3) An LEA may request approval of USOE professional learning credit by submitting a request to the Superintendent through the USOE-sponsored online professional learning tracking system.

(4) An LEA shall request approval from the Superintendent at least four weeks prior to the beginning date of the scheduled professional learning activity.

(5) The professional learning credit may be denied if the LEA does not seek approval from the Superintendent in advance.

D. An LEA-sponsored or approved professional learning activity:

(1) shall be approved by the LEA at least four weeks prior to the scheduled activity; and

(2) may include LEA or school based professional learning such as:

(a) participating in professional learning communities;

(b) development of LEA or school curriculum;

(c) planning and implementation of a school improvement plan;

(d) mentoring a Level 1 teacher;

(e) engaging in instructional coaching;

(f) conducting action research;

(g) studying student work with colleagues to inform instruction.

E. Each clock hour of scheduled professional learning activity time equals one license renewal point, not to exceed 25 points per activity per year.

F(1) Acceptable alternative professional learning activities for an educator include activities that enhance or improve education, yet may not fall into a specific category if the activities are approved by:

(a) the educator's supervisor;

(b) by a licensed administrator if the educator is an inactive educator; or

(c) the Superintendent, with prior written approval by the Superintendent.

(2) Each clock hour of participation equals one license renewal point, not to exceed 25 points per activity.

G. Conferences, workshops, institutes, symposia, or staff-development programs:

(1) Acceptable workshops and programs shall be approved by the educator's supervisor, by a licensed administrator if the educator is an inactive educator, or with prior written approval by the Superintendent.

(2) Each clock hour of participation equals one license renewal point, not to exceed 25 points per activity.

G. Content and pedagogy testing:

(1) Acceptable tests include those approved by the Board.

(2) Each Board-approved test score report submitted, with a passing score, equals 25 license renewal points.

(3) Each test must be related to the educator's current or potential license area(s) or endorsement(s).

(4) No more than two test score reports may be submitted in a license cycle.

H. Utah university sponsored cooperating teachers:

(1) An educator working as a cooperating teacher with one or more student teachers may earn license renewal points.

(2) Each clock hour spent supervising, collaborating with, and mentoring assigned student teachers equals one license renewal point not to exceed 25 points per license renewal cycle.

I. Service in a leadership role in a national, state-wide, or LEA-recognized professional education organization:

(1) Acceptable service shall be approved by the educator's supervisor or by a licensed administrator if the educator is an inactive educator.

(2) Each clock hour of participation equals one license renewal point, not to exceed 10 points per year.

J. Educational research and innovation that results in a final, demonstrable product:

(1) Acceptable activities shall be approved by the educator's supervisor or by a licensed administrator if the educator is an inactive educator.

(2) The research activity shall be consistent with school and LEA policy.

(3) Each clock hour of participation equals one license renewal point, not to exceed 35 points per activity.

K. Substituting in a Utah public LEA or accredited private school:

(1) shall be considered an acceptable professional learning activity only for inactive educators paid and authorized as substitutes.

(2) Two hours of documented substitute time equals one license renewal point, not to exceed 25 points per year or 50 points per license cycle.

(3) Verification of hours shall be documented on LEA or school letterhead, list dates of employment, and signed by the supervising administrator.

L. Paraprofessional or volunteer service in a Utah public LEA or accredited private school:

(1) shall be considered an acceptable professional learning activity only for inactive educators.

(2) Three hours of documented paraprofessional or volunteer

service equals one license renewal point, not to exceed 25 points per year or 50 points per license cycle.

(3) Verification of hours shall be documented on LEA or school letterhead, list dates of service, and signed by the supervising administrator.

M. Credit for LEA lane change or other purposes is determined by the LEA and is awarded at the LEA's discretion. USOE professional learning credit should not be assumed to be credit for LEA purposes, such as salary or lane change credit.

R277-500-6. Board Directive to Educator License Holders for Fingerprint Background Check.

A(1) The Superintendent shall require a licensed educator or license applicant to submit to a fingerprint background check and ongoing monitoring by the Superintendent through registration with the systems described in Section 53A 15 1505 as a condition of licensure in Utah.

(2) A licensed educator shall submit a new fingerprint background check for ongoing monitoring within one calendar year prior to the date of the educator's next license renewal after July 1, 2015.

(3) A license applicant shall submit a new fingerprint background check for ongoing monitoring by the Superintendent.

(a) If a license applicant submits a new fingerprint background check on or after July 1, 2015, the Superintendent shall require the license applicant to be enrolled in ongoing monitoring before the Superintendent may issue a new license to the license applicant.

(b) The Superintendent may issue a new license to a license applicant without enrolling the license applicant in ongoing monitoring if the license applicant's background check was cleared:

(i) less than three years prior to the issue date of the license; and

(ii) prior to July 1, 2015,

(4) The Superintendent shall discontinue monitoring an individual through the systems described in Section 53A 15 1505:

(a) for a licensed educator, one year after the expiration of the most recently issued license; or

(b) for a license applicant, five years after the submission of the background check.

(5) If the fingerprint background check for a licensed educator or a license applicant is incomplete or under review by the Utah Professional Practices Advisory Commission (UPPAC), the individual's CACTUS file will direct the reviewer of the file to the Superintendent for further information.

B. The Superintendent may direct a Utah educator license holder to have a criminal fingerprint background check under Section 53A-6-401 for good cause shown.

C. If an educator license holder fails to comply with the directive in a reasonable time, following reasonable notice, and adequate due process, the educator license holder's license may be put into a pending status in the educator's CACTUS file subject to the educator license holder's compliance with the directive.

D. The Board or its designee may review an educator license

holder's compliance with the directive prior to the final decision about the educator license holder's license status.

R277-500-7. Exceptions or Waivers to this Rule.

A. The Superintendent may make exceptions to the provisions of this rule for unique and compelling circumstances if the exception is granted consistent with the purposes of this rule and the authorizing statutes.

B. An educator may request an exception described in R277-500-7A.

C. An educator shall submit a request to the Superintendent for an exception described in R277-500-7C in writing at least 30 days prior to the license holder's renewal date.

D. The Superintendent shall approve or deny a request for an exception described in R277-500-7C in a timely manner.

E. A denial of a request described in R277-500-7D is not subject to administrative appeal.

KEY: educator license renewal, professional learning, fingerprint background check

Date of Enactment or Last Substantive Amendment: 2015

Authorizing, and Implemented or Interpreted Law: 53A-6-104; 53A-1-401(3)

R277. Education, Administration.

R277-516. Education Employee Required Reports of Arrests and Required Background Check Policies for Non-licensed Employees.

R277-516-1. Definitions.

A. "Board" means the Utah State Board of Education.

B. "Charter school governing board" means a board designated by a charter school to make decisions for the operation of the charter school.

C. "Charter school board member" means a current member of a charter school governing board.

D. "Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS)" means the database maintained on all licensed Utah educators, which includes information such as:

- (1) personal directory information;
- (2) educational background;
- (3) endorsements;
- (4) employment history;
- (5) professional development information;
- (6) completion of employee background checks; and
- (7) a record of disciplinary action taken against the educator.

E. "Contract employee" means an employee of a staffing service who works at a public school under a contract between the staffing service and the public school.

F. "DPS" means the Department of Public Safety.

G. "LEA" or "local education agency" means a school district, a charter school, or, for purposes of this rule, the Utah Schools for the Deaf and the Blind.

H(1) "Licensed educator" means an individual who holds a valid Utah educator license and has satisfied all requirements to be a licensed educator in the Utah public school system (examples are traditional public school teachers, charter school teachers, school administrators, USOE and school district specialists).

(2) A licensed educator may or may not be employed in a position that requires an educator license.

(3) A licensed educator includes an individual who:

- (a) is student teaching;
- (b) is in an alternative route to licensing program or position; or
- (c) an individual who holds an LEA-specific competency-based license.

I. "Non-licensed public education employee" means an employee of a an LEA who:

(1) does not hold a current Utah educator license issued by the Board under Title 53A, Chapter 6, Educator Licensing and Professional Practices; or

(2) a contract employee.

J. "Public education employer" means the education entity that hires and employs an individual, including public school districts, the Utah State Office of Education, Regional Service Centers, and

charter schools.

K. "Superintendent" means the State Superintendent of Public Instruction or the Superintendent's designee.

L. "USOE" means the Utah State Office of Education.

M. "Volunteer" means a volunteer who may be given significant unsupervised access to children in connection with the volunteer's assignment.

R277-516-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3, which vests the general control and supervision of the public schools in the Board, by Subsections 53A-1-301(3)(a) and 53A-1-301(3)(d)(x), which instruct the Superintendent to perform duties assigned by the Board that include presenting to the Governor and the Legislature each December a report of the public school system for the preceding year that includes investigation of all matters pertaining to the public schools, and statistical and financial information about the school system which the Superintendent considers pertinent; by Subsections 53A-1-402(1)(a)(i) and (iii), which direct the Board to establish rules and minimum standards for the public schools regarding the qualification and certification of educators and ancillary personnel who provide direct student services, and the evaluation of instructional personnel; and by Title 53A, Chapter 15, Part 15, Background Checks, which directs the Board to require educator license applicants to submit to background checks and provide ongoing monitoring of licensed educators.

B. The purpose of this rule is ensure that all students who are compelled by law to attend public schools, subject to release from school attendance consistent with Section 53A-11-102, are instructed and served by public school teachers and employees who have not violated laws that would endanger students in any way.

R277-516-3. Licensed Public Education Employee Personal Reporting of Arrests.

A. A licensed educator who is arrested, cited or charged with the following alleged offenses shall report the arrest, citation, or charge within 48 hours or as soon as possible to the licensed educator's district superintendent, charter school director or designee:

- (1) any matters involving an alleged sex offense;
- (2) any matters involving an alleged drug-related offense;
- (3) any matters involving an alleged alcohol-related offense;
- (4) any matters involving an alleged offense against the person under Title 76, Chapter 5, Offenses Against the Person;
- (5) any matters involving an alleged felony offense under Title 76, Chapter 6, Offenses Against Property;
- (6) any matters involving an alleged crime of domestic violence under Title 77, Chapter 36, Cohabitant Abuse Procedures Act; and

(7) any matters involving an alleged crime under federal law or the laws of another state comparable to the violations listed in R277-516-3A(1)-(6).

B. A licensed educator shall report convictions, including pleas in abeyance and diversion agreements within 48 hours or as soon as possible upon receipt of notice of the conviction, plea in abeyance or diversion agreement.

C. An LEA superintendent, director, or designee shall report conviction, arrest or offense information received from a licensed educator to the Superintendent within 48 hours of receipt of information from a licensed educator.

D. The Superintendent shall develop an electronic reporting process on the USOE website.

E. A licensed educator shall report for work following an arrest and provide notice to the licensed educator's employer unless directed not to report for work by the employer, consistent with school district or charter school policy.

R277-516-4. Non-licensed Public Education Employee, Volunteer, and Charter School Board Member Background Check Policies.

A. An LEA shall adopt a policy for non-licensed public education employee, volunteer, and charter school board member background checks that include at least the following components:

(1) a requirement that the individual submit to a background check and ongoing monitoring through registration with the systems described in Section 53A-15-1505 as a condition of employment or appointment; and

(2) identification of the appropriate privacy risk mitigation strategy that will be used to ensure that the LEA only receives notifications for individuals with whom the LEA maintains an authorizing relationship.

B. An LEA policy shall describe the background check process necessary based on the individual's duties.

R277-516-5. Non-licensed Public Education Employee or Charter School Board Member Arrest Reporting Policy Required from LEAs.

A. An LEA shall have a policy requiring non-licensed public employees, charter school board members, and all employees who drive motor vehicles as an employment responsibility to report offenses specified in R277-516-5C.

B. An LEA shall post the policy described in R277-516-5A on the LEA's website.

C. An LEA's policy described in R277-516-5A shall include the following minimum components:

(1) reporting of the following:

(a) convictions, including pleas in abeyance and diversion agreements;

(b) any matters involving arrests for alleged sex offenses;

(c) any matters involving arrests for alleged drug-related offenses;

(d) any matters involving arrests for alleged alcohol-related offenses; and

(e) any matters involving arrests for alleged offenses against the person under Title 76, Chapter 5, Offenses Against the Person.

(2) a timeline for receiving reports from non-licensed public education employees;

(3) immediate suspension from student supervision responsibilities for alleged sex offenses and other alleged offenses which may endanger students during the period of investigation;

(4) immediate suspension from transporting students or public education vehicle operation or maintenance for alleged offenses involving alcohol or drugs during the period of investigation;

(5) adequate due process for the accused employee consistent with Subsection 53A-3-410(10);

(6) a process to review arrest information and make employment or appointment decisions that protect both the safety of students and the confidentiality and due process rights of employees and charter school board members; and

(7) timelines and procedures for maintaining records of arrests and convictions of non-licensed public education employees and charter school board members.

D. An LEA shall ensure that the records described in R277-516-5C(7):

(a) include final administrative determinations and actions following investigation; and

(b) are maintained:

(i) only as necessary to protect the safety of students; and

(ii) with strict requirements for the protection of confidential employment information.

R277-516-6. Public Education Employer Responsibilities Upon Receipt of Arrest Information.

A. A public education employer that receives arrest information about a licensed public education employee shall review the arrest information and assess the employment status consistent with Section 53A-6-501, Rule R277-515, and the LEA's policy.

B. A public education employer that receives arrest information about a non-licensed public education employee, volunteer, or charter school board member shall review the arrest information and assess the individual's employment or appointment status:

(1) considering the individual's assignment and duties; and

(2) consistent with a local board-approved policy for ethical behavior of non-licensed employees, volunteers, and charter school board members.

C. A local board shall provide appropriate training to non-licensed public education employees, volunteers, and charter school board members about the provisions of the local board's policy for self-reporting and ethical behavior of non-licensed public

education employees, volunteers, and charter school board members.

D. A public education employer shall cooperate with the Superintendent in investigations of licensed educators.

KEY: school employees, self reporting

Date of Enactment or Last Substantive Amendments: 2015

Notice of Continuation: June 10, 2014

**Authorizing, and Implemented or Interpreted Law: Art X Sec 3;
53A-1-301(3)(a); 53A-1-301(3)(d)(x); 53A-1-402(1)(a)(i); 53A-1-
402(1)(a)(iii)**

R277. Education, Administration.

R277-609. Standards for LEA Discipline Plans and Emergency Safety Interventions.

R277-609-1. Definitions.

- A. "Board" means the Utah State Board of Education.
- B. "Discipline" includes:
 - (1) imposed discipline; and
 - (2) self-discipline.
- C. "Disruptive student behavior" includes:
 - (1) the grounds for suspension or expulsion described in Section 53A-11-904; and
 - (2) the conduct described in Subsection 53A-11-908(2)(b).
- D. "Emergency safety intervention" means the use of seclusionary time out or physical restraint when a student presents an immediate danger to self or others, and the intervention is not for disciplinary purposes.
- E. "Functional Behavior Assessment (FBA)" means a systematic process of identifying problem behaviors and the events that reliably predict occurrence and non-occurrence of those behaviors and maintain the behaviors across time.
- F. "Immediate danger" means the imminent danger of physical violence/aggression towards self or others likely to cause serious physical harm.
- G. "Imposed discipline" means a code of conduct prescribed for the highest welfare of the individual and of the society in which the individual lives.
- H. "LEA" or "local education agency" means a school district, charter school or, for purposes of this rule, the Utah Schools for the Deaf and the Blind.
- I. "Physical restraint" means personal restriction that immobilizes or reduces the ability of an individual to move the individual's arms, legs, body, or head freely.
- J. "Plan" means a school district-wide and school-wide written model for prevention and intervention for student behavior management and discipline procedures for students.
- K. "Program" means instructional or behavioral programs including those provided by contract private providers under the direct supervision of public school staff, that receives public funding or for which the USOE has regulatory authority.
- L. "Policy" means standards and procedures that include the provisions of Section 53A-11-901 and additional standards, procedures, and training adopted in an open meeting by a local board of education or charter school board that defines hazing, bullying, cyber-bullying, and harassment, prohibits hazing and bullying, requires annual discussion and training designed to prevent hazing, bullying, cyber-bullying, discipline, emergency safety interventions, and harassment among school employees and students, and provides for enforcement through employment action or student discipline.
- M. "Qualifying minor" means a school-age minor who:

- (1) is at least nine years old; or
- (2) turns nine years old at any time during the school year.

N. "School" means any public elementary or secondary school or charter school.

O. "School board" means:

- (1) a local school board; or
- (2) a local charter board.

P. "School employee" means:

- (1) a school teacher;
- (2) a school staff member;
- (3) a school administrators; or
- (4) any other person employed, directly or indirectly, by an

LEA.

Q. "Seclusionary time out" means that a student is:

- (1) placed in a safe enclosed area:
 - (a) by school personnel; and
 - (b) in accordance with the requirements of R392-200 and R710-

4-3;

- (2) purposefully isolated from adults and peers; and

(3) prevented from leaving, or reasonably believes that the student will be prevented from leaving, the enclosed area.

R. "Section 504 accommodation plan," required by Section 504 of the Rehabilitation Act of 1973, means a plan designed to accommodate an individual who has been determined, as a result of an evaluation, to have a physical or mental impairment that substantially limits one or more major life activities.

S. "Self-Discipline" means a personal system of organized behavior designed to promote self-interest while contributing to the welfare of others.

T. "Superintendent" means the State Superintendent of Public Instruction or the Superintendent's designee.

R277-609-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3, which vests general control and supervision of public education in the Board, Subsection 53A-1-401(3), which allows the Board to adopt rules in accordance with its responsibilities, Subsection 53A-1-402(1)(b), which requires the Board to establish rules concerning discipline and control, Section 53A-15-603, which requires the Board to adopt rules that require a local school board or governing board of a charter school to enact gang prevention and intervention policies for all schools within the board's jurisdiction, and Section 53A-11-901, which directs local school boards and charter school governing boards to adopt conduct and discipline policies and directs the Board to develop model policies to assist local school boards and charter school governing boards.

B. The purpose of this rule is to outline requirements for school discipline plans and policies. The written policies shall include direction to LEAs to develop, implement, and monitor the policies for the use of emergency safety interventions in all

schools and for all students within each LEA's jurisdiction.

R277-609-3. LEA Responsibility to Develop Plans.

A. Each LEA or school shall develop and implement a board approved comprehensive LEA plan or policy for student and classroom management, and school discipline.

B. The plan described in R277-609-3A shall include:

- (1) the definitions of Section 53A-11-910;
- (2) written standards for student behavior expectations, including school and classroom management;
- (3) effective instructional practices for teaching student expectations, including self-discipline, citizenship, civic skills, and social skills;
- (4) systematic methods for reinforcement of expected behaviors and uniform methods for correction of student behavior;
- (5) uniform methods for at least annual school level data-based evaluations of efficiency and effectiveness;
- (6) an ongoing staff development program related to development of:
 - (a) student behavior expectations;
 - (b) effective instructional practices for teaching and reinforcing behavior expectations;
 - (c) effective intervention strategies; and
 - (d) effective strategies for evaluation of the efficiency and effectiveness of interventions;
- (7) procedures for ongoing training of appropriate school personnel in:
 - (a) crisis intervention training;
 - (b) emergency safety intervention professional development;and
 - (c) LEA policies related to emergency safety interventions consistent with evidence-based practice;
- (8) policies and procedures relating to the use and abuse of alcohol and controlled substances by students;
- (9) policies and procedures related to bullying, cyber-bullying, harassment, hazing, and retaliation consistent with requirements of R277-613; and
- (10) policies and procedures for the use of emergency safety interventions for all students consistent with evidence-based practices including prohibition of:
 - (a) subject to the requirements of R277-609C, physical restraint except when a student:
 - (i) presents a danger of serious physical harm to self or others; or
 - (ii) is destroying property;
 - (b) prone, or face-down, physical restraint; supine, or face-up, physical restraint;
 - (c) physical restraint that obstructs the airway of a student, or any physical restraint that adversely affects a student's primary mode of communication;

(d) mechanical restraint, except those protective, stabilizing or required by law, any device used by a law enforcement officer in carrying out law enforcement duties, including seatbelts or any other safety equipment when used to secure students during transportation;

(e) chemical restraint, except as:

(i) prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under State law, for the standard treatment of a student's medical or psychiatric condition; and

(ii) administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under state law;

(f) subject to the requirements of R277-609, seclusionary time out, except when a student presents an immediate danger of serious physical harm to self or others.

(g) for a student with a disability, emergency safety interventions written into a student's individualized education program (IEP), as a planned intervention, unless school personnel, the family, and the IEP team agree less restrictive means which meet circumstances described in R277-608-4 have been attempted, a FBA has been conducted, and a positive behavior intervention plan based on data analysis has been written into the plan and implemented; and

(11) the policies and procedures explicitly include all the requirements in this rule.

C(1) All physical restraint must be immediately terminated when student is no longer an immediate danger to self or others, or if student is in severe distress.

(2) The use of physical restraint shall be for the minimum time necessary to ensure safety and a release criteria (as outlined in LEA policies) must be implemented.

(3) If a public education employee physically restrains a student:

(a) the school or the public education employee shall immediately notify the student's parent or guardian and school administration; and

(b) the public education employee may not use physical restraint on a student for more than 30 minutes.

(4) In addition to the notice described in R277-609-3C(3), if a public education employee physically restrains a student for more than fifteen minutes, the school or the public education employee shall immediately notify:

(a) the student's parent or guardian; and

(b) school administration.

(5) An LEA may not use physical restraint as a means of discipline or punishment.

D(1) If a public education employee uses seclusionary time out, the public education employee shall:

(a) use the minimum time necessary to ensure safety;

(b) use a release criteria (as outlined in LEA policies);
(c) ensure that any door remains unlocked; and
(d) maintain the student within line of sight of the public education employee.

(2) If a student is placed in seclusionary time out:

(a) the school or the public education employee shall immediately notify:

(i) the student's parent or guardian; and

(ii) school administration; and

(b) the public education employee may not place a student in a seclusionary timeout for more than 30 minutes.

(3) In addition to the notice described in R277-609-3D(2), if a public education employee places a student in seclusionary time out for more than fifteen minutes, the school or the public education employee shall immediately notify:

(a) the student's parent or guardian; and

(b) school administration.

(4) Seclusionary time may only be used for maintaining safety and a public education employee may not use seclusionary time out as a means of discipline or punishment.

E. A plan described in R277-609-3A shall also:

(1) provide direction for dealing with bullying and disruptive students;

(2) direct schools to determine the range of behaviors and establish the continuum of administrative procedures that may be used by school personnel to address the behavior of habitually disruptive students;

(3) provide for identification, by position, of an individual designated to issue notices of disruptive and bullying student behavior;

(4) designate to whom notices of disruptive and bullying student behavior shall be provided;

(5) provide for documentation of disruptive student behavior prior to referral of disruptive students to juvenile court;

(6) include strategies to provide for necessary adult supervision;

(7) require that policies be clearly written and consistently enforced;

(8) include administration, instruction and support staff, students, parents, community council and other community members in policy development, training and prevention implementation so as to create a community sense of participation, ownership, support and responsibility; and

(9) provide notice to employees that violation of this rule may result in employee discipline or action.

F. A plan required under this R277-609-3:

(1) shall include gang prevention and intervention policies;

(2) shall account for an individual LEA's or school's unique needs or circumstances including the role of law enforcement and emergency medical services (EMS);

(3) may include the provisions of Subsection 53A-15-603(2);
and

(4) shall provide for publication of notice to parents and school employees of policies by reasonable means.

R277-609-4. Implementation.

A. An LEA shall implement strategies and policies consistent with the LEA's plan required in R277-609-3A.

B. An LEA shall develop, use and monitor a continuum of intervention strategies to assist students, including students whose behavior in school falls repeatedly short of reasonable expectations, by teaching student behavior expectations, reinforcing student behavior expectations, re-teaching behavior expectations, followed by effective, evidence-based interventions matched to student needs prior to administrative referral.

C. An LEA shall implement positive behavior interventions and supports as part of the LEA's continuum of behavior interventions strategies. (Least Restricted Behavioral Interventions Technical Assistance Manual).

D(1) An LEA shall provide a formal written assessment of a habitually disruptive student as part of a student's suspension or expulsion process that results in court involvement, once an LEA receives information from the court that disruptive student behavior will result in court action.

(2) An LEA shall use assessment information to connect parents and students with supportive school and community resources.

E. Nothing in state law or this rule restricts an LEA from implementing policies to allow for suspension of students of any age consistent with due process requirements and consistent with all requirements of the Individuals with Disabilities Education Act 2004.

F. An LEA shall establish an Emergency Safety Intervention (ESI) Committee before September 1, 2015.

G. The LEA ESI Committee:

(1) shall include:

(a) at least two administrators;

(b) at least one parent or guardian of a student enrolled in the LEA, appointed by the LEA; and

(c) at least two certified educational professionals with behavior training and knowledge in both state rules and LEA discipline policies;

(2) shall meet often enough to monitor the use of emergency safety intervention in the LEA;

(3) shall determine and recommend professional development needs; and

(4) shall develop policies for local dispute resolution processes to address concerns regarding disciplinary actions.

H. An LEA shall have procedures for the collection, maintenance, and periodic review of documentation or records of the use of emergency safety interventions at schools within the LEA.

I. The Superintendent shall define the procedures for the collection, maintenance, and review of records described in R277-609-4H.

J. An LEA shall provide documentation of any school, program or LEA's use of emergency safety interventions to the Superintendent annually.

R277-609-5. Special Education Exception(s) to this Rule.

A. An LEA shall have in place, as part of its LEA special education policies, procedures, or practices, criteria and steps for using emergency safety interventions consistent with state and federal law.

B. The Superintendent shall periodically review:

(1) all LEA special education behavior intervention plans, procedures, or manuals; and

(2) emergency safety intervention data as related to IDEA eligible students in accordance with Utah's Program Improvement and Planning System (UPIPS).

R277-609-6. Parent/Guardian Notification and Court Referral.

A. Through school administrative and juvenile court referral consequences, LEA policies shall provide procedures for qualifying minors and their parents to participate in decisions regarding consequences for disruptive student behavior.

B. An LEA shall establish policies that:

(1) provide notice to parents and information about resources available to assist a parent in resolving the parent's school-age minors' disruptive behavior;

(2) provide for notices of disruptive behavior to be issued by schools to qualifying minor(s) and parent(s) consistent with:

(a) numbers of disruptions and timelines in accordance with Section 53A-11-910;

(b) school resources available;

(c) cooperation from the appropriate juvenile court in accessing student school records, including attendance, grades, behavioral reports and other available student school data; and

(d) provide due process procedures for minors and parents to contest allegations and citations of disruptive student behavior.

C(1) When a crisis situation occurs that requires the use of an emergency safety intervention to protect the student or others from harm, a school shall notify the LEA and the student's parent or guardian as soon as possible and no later than the end of the school day.

(2) If a crisis situation occurs and an emergency safety intervention is used, a school shall immediately notify:

(a) a student's parent or guardian; and

(b) school administration.

(3) In addition to the notice described in R277-609-6C(2), if a crisis situation occurs for more than fifteen minutes, the school shall immediately notify:

- (a) the student's parent or guardian; and
- (b) school administration.

(4) A notice described in R277-609-6C2 shall be documented within student information systems (SIS) records.

D(1) A school shall provide a parent or guardian with a copy of any notes or additional documentation taken during a crisis situation upon request of the parent or guardian.

(2) Within 24 hours of a crisis situation, a school shall notify a parent or guardian that the parent or guardian may request a copy of any notes or additional documentation taken during a crisis situation.

(3) A parent or guardian may request a time to meet with school staff and administration to discuss the crisis situation.

R277-609-7. Model Policies.

A. The Superintendent shall develop, review regularly, and provide to LEA boards model policies to address disruptive student behavior and appropriate consequences.

B. The Superintendent shall develop model policies required under R277-609-3A(10) to assist LEAs.

C. The Superintendent shall provide technical assistance to LEAs in developing and implementing policies and training employees in the appropriate use of physical force and emergency safety interventions to the extent of resources available.

R277-609-8. LEA Compliance.

If an LEA fails to comply with this rule, the Superintendent may disrupt state aid or impose any other sanction authorized by law.

KEY: disciplinary actions, disruptive students, emergency safety interventions

Date of Enactment or Last Substantive Amendment: 2015

Notice of Continuation: 2015

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-401(3); 53A-1-402(1)(b); 53A-15-603; 53A-11-901

Utah State Office of Education Monthly Board Report

TOTAL NUMBER OF EDUCATOR LICENSES AND LICENSE AREAS PROCESSED BETWEEN 5/1/2015 and 5/31/2015

Licenses Processed										
License Level	Expired	Incomplete	Renewed	New	Pending Payment	Renewed	Revoked	Student	Suspended	Grand Total
1				325		186				511
2				515		1266				1781
3				8		21				29
Level 1 LEA-Specific						2				2
Alt. Route to Licensure				30						30
Certified Paraprofessional				100						100
Student								55		55
Temporary				8						8
University Recommend					234					234
Grand Total	0	0		986	234	1475	0	55	0	2750

Utah State Office of Education Monthly Board Report

**TOTAL NUMBER OF EDUCATOR LICENSES AND LICENSE AREAS PROCESSED BETWEEN
5/1/2015 and 5/31/2015**

License Areas Processed	<i>USOE Qualified by Code</i>																						
License Area	?	A	B	C	D	E	F	G	I	K	L	M	N	P	Q	R	S	T	U	V	X	Y	Total
Career and Technical Education											1										2	*	3
Early Childhood Education (K-3)				2								22							2				26
Elementary Education (K-6)											1	189							9				199
Elementary Education (1-8)		2									16	47							8				73
Secondary Education (6-12)		3									26	16							240				285
School Counselor (K-12)												2							11				13
School Social Worker (K-12)																			1				1
Title I Paraprofessional						42											43				28	113	
Administrative/Supervisory (K-12)															1				25				26
Special Education (K-12+)		1								1	2	40							9				53
Speech - Language Technician											2												2
Preschool Special Education (Birth - age 5)												1							8				9
Speech - Language Pathologist		1																	2				3
Grand Total	0	7	0	2	0	42	0	0	0	1	48	317	0	0	0	1	43	0	315	0	2	28	806

Qualified By Codes:

? Not Known
 A Authorization
 B Portfolio
 C Demonstrated Competency
 D Major Equivalent
 E Exam
 F Foreign Credentials
 G Local Acad Assessment

I Troops to Teachers
 K Alt Route University
 L Alt Route to Licensure
 M Major
 N Minor
 P Special Program
 Q Certificate Program
 R Restricted

S Associate Degree
 T Alt Preparation
 U University Program
 V Transition to Teaching
 W SUSPENDED
 X Experience
 Y Two Years College
 Z Exemption



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Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: May 26, 2015

ACTION: USOE Monthly Standing Budget Report

Background:

USOE monthly budget reports have traditionally been part of the General Consent Calendar. It has been requested that the budget report be a standing item on the regular Board meeting agenda.

Key Points:

- This is the first iteration of the monthly budget report on the regular agenda.
- Additional guidance and reporting requirements are respectfully requested from the Board by USOE staff.

Anticipated Action:

USOE staff will present the USOE monthly budget report to the USBE for review and discussion. Further clarification and guidance on the USBE expectations for the report, format, and items of specific interest will be given.

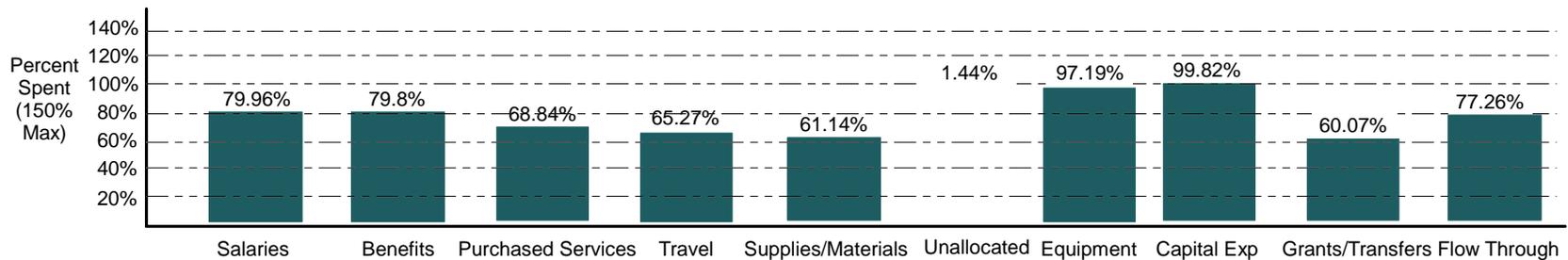
Contact: Scott Jones, Associate Superintendent, 801-538-7514

Utah State Board of Education Financial Report (Agency Total)
 Fiscal Year 2015
 Month Ending May 31, 2015

% of FY Complete - 92% # of FTE Staff -1206.50

Description	Budget	Current Month Expenditures	YTD Expenditures	Encumbrances	Budget Balance	Last Year Exp	% of Budget Spent
Expenditures							
Salaries	59,543,223	4,285,197	47,613,760	0	11,929,463	45,966,947	80.0%
Benefits	33,275,801	2,360,254	26,554,594	0	6,721,206	24,329,369	79.8%
Purchased Services	65,609,456	2,107,399	44,860,967	308,590	20,439,899	29,835,141	68.8%
Travel	1,752,041	82,421	1,143,545	175	608,321	1,239,225	65.3%
Supplies and Materials	18,615,560	347,662	10,908,027	473,693	7,233,840	11,093,852	61.1%
Unallocated Expenses	3,962,404	81	57,244	0	3,905,160	0	1.4%
Equipment	3,349,127	71,399	2,588,445	666,821	93,861	1,371,783	97.2%
Capital Expenditures	621,016	0	603,850	16,095	1,071	270,173	99.8%
Total Expenditures	186,728,627	9,254,412	134,330,432	1,465,373	50,932,822	114,106,489	72.7%
Unallocated Category	0	0	0	0	0	0	0.0%
Grants and Transfers to Other Agencies	126,326,770	5,551,182	75,887,448	0	50,439,321	85,272,487	60.1%
Flow Through Funds to LEAs	3,677,991,092	256,228,610	2,841,693,275	0	836,297,818	2,706,359,644	77.3%
Total Flow Through	3,804,317,862	261,779,792	2,917,580,723	0	886,737,139	2,791,632,131	76.7%
Total Exp. and Flow Through	3,991,046,489	271,034,204	3,051,911,155	1,465,373	937,669,961	2,905,738,620	76.5%
Revenues							
	Budget	Current Month	YTD Revenues	Encumbrances	Balance	Last Year Exp	% Received
State Sources	3,185,459,831	213,888,164	2,598,971,800	481,292	586,006,739	2,469,529,822	81.6%
Federal Sources	709,506,276	49,354,191	385,269,479	174,485	324,062,312	384,964,291	54.3%
Other Sources	96,080,381	7,791,848	67,669,876	809,596	27,600,910	51,244,507	71.3%
Total Revenues and Sources	3,991,046,489	271,034,204	3,051,911,155	1,465,373	937,669,961	2,905,738,620	76.5%

YTD Percentage of Budget Spent

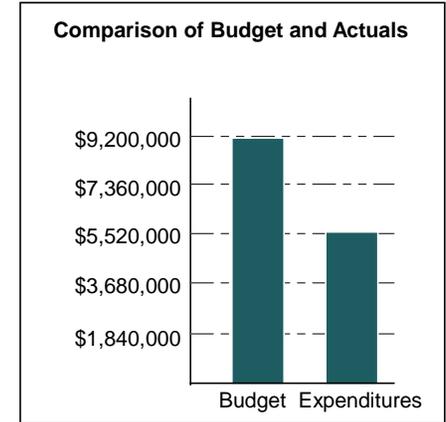


Department Budget & Expenditures Breakdown
Fiscal Year 2015
Month Ending May 31, 2015

Administration

of FTE Staff -39.67

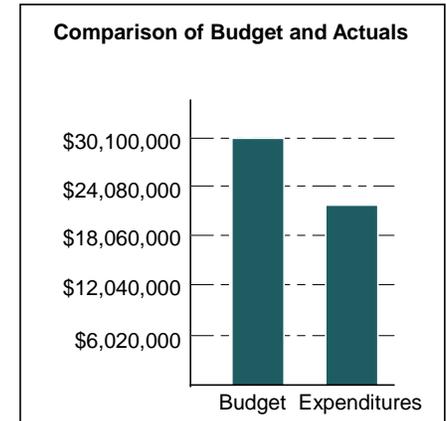
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	2,896,592	2,434,194	0	462,398	2,419,150	84.04%
Benefits	1,461,900	1,268,485	0	193,415	1,168,624	86.77%
Purchased Services	3,410,345	604,479	4,692	2,801,174	638,259	17.86%
Travel	24,020	18,856	0	5,164	14,476	78.50%
Supplies and Materials	721,804	901,563	115,581	(295,340)	938,161	140.92%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	342,805	178,584	302,798	(138,577)	279,386	140.42%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	8,857,466	5,406,160	423,071	3,028,235	5,458,056	65.81%
Flow Through	310,754	255,123	0	55,631	139,982	82.10%
Total Exp & Flow Through	9,168,220	5,661,283	423,071	3,083,866	5,598,038	66.36%



Assessment and Accountability

of FTE Staff -17.00

Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	1,853,301	1,531,220	0	322,081	1,227,975	82.62%
Benefits	1,022,904	845,095	0	177,809	648,663	82.62%
Purchased Services	24,476,899	17,578,929	0	6,897,970	8,369,728	71.82%
Travel	132,412	21,118	0	111,294	18,861	15.95%
Supplies and Materials	195,689	46,802	42,393	106,494	101,290	45.58%
Unallocated Expenses	130,592	0	0	130,592	0	0.00%
Equipment	76,395	30,743	8,659	36,993	62,018	51.58%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	27,888,191	20,053,907	51,052	7,783,232	10,428,534	72.09%
Flow Through	2,204,954	1,912,815	0	292,139	1,900,301	86.75%
Total Exp & Flow Through	30,093,145	21,966,722	51,052	8,075,371	12,328,835	73.17%

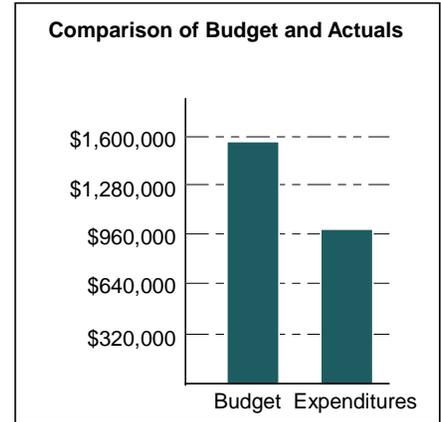


Department Budget & Expenditures Breakdown
Fiscal Year 2015
Month Ending May 31, 2015

Board of Education

of FTE Staff -2.00

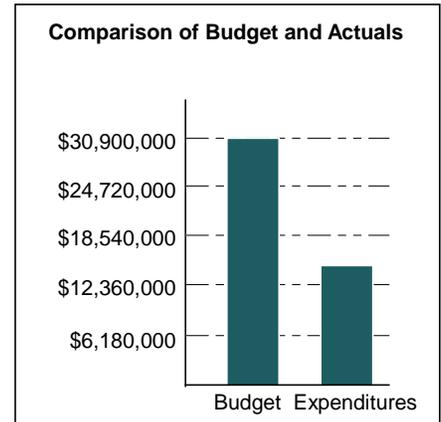
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	451,155	357,643	0	93,512	325,490	79.27%
Benefits	339,003	240,672	0	98,331	232,541	70.99%
Purchased Services	24,179	73,818	229	(49,868)	23,481	306.24%
Travel	76,550	79,235	0	(2,685)	77,114	103.51%
Supplies and Materials	547,875	220,482	78	327,315	148,917	40.26%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	23,323	17,558	5,908	(142)	9,155	100.61%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	1,462,085	989,408	6,214	466,463	816,700	68.10%
Flow Through	105,773	0	0	105,773	71,585	0.00%
Total Exp & Flow Through	1,567,858	989,408	6,214	572,236	888,285	63.50%



Career and Technology Education

of FTE Staff -14.00

Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	3,062,826	2,081,407	0	981,418	1,950,215	67.96%
Benefits	1,587,856	1,143,171	0	444,686	959,521	71.99%
Purchased Services	155,735	121,914	(62)	33,883	214,203	78.24%
Travel	107,407	86,667	0	20,740	96,116	80.69%
Supplies and Materials	901,412	352,017	(2,985)	552,381	423,354	38.72%
Unallocated Expenses	559,563	0	0	559,563	0	0.00%
Equipment	22,283	28,180	37,592	(43,488)	20,917	295.16%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	6,397,084	3,813,356	34,544	2,549,184	3,664,325	60.15%
Flow Through	24,493,410	11,168,903	0	13,324,507	11,478,593	45.60%
Total Exp & Flow Through	30,890,494	14,982,259	34,544	15,873,691	15,142,919	48.61%

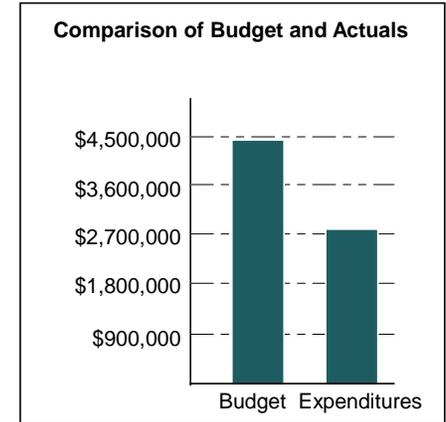


Department Budget & Expenditures Breakdown
 Fiscal Year 2015
 Month Ending May 31, 2015

Charter School Board

of FTE Staff -4.00

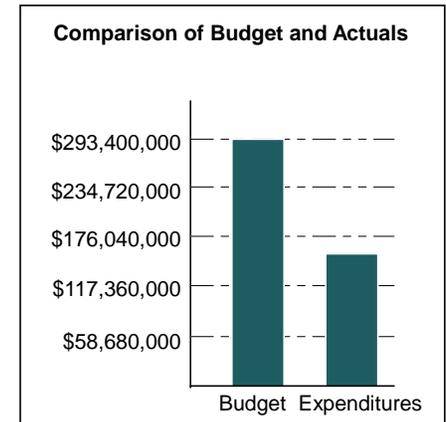
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	642,654	357,612	0	285,043	232,286	55.65%
Benefits	279,003	190,317	0	88,686	97,645	68.21%
Purchased Services	989,819	73,337	0	916,482	3,882	7.41%
Travel	32,430	19,337	0	13,093	13,456	59.63%
Supplies and Materials	236,881	35,622	200	201,058	56,070	15.12%
Unallocated Expenses	15,908	0	0	15,908	0	0.00%
Equipment	16,445	16,264	0	181	4,025	98.90%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	2,213,140	692,489	200	1,520,451	407,365	31.30%
Flow Through	2,243,402	2,119,954	0	123,448	2,173,403	94.50%
Total Exp & Flow Through	4,456,542	2,812,443	200	1,643,899	2,580,767	63.11%



Child Nutrition Programs

of FTE Staff -1.00

Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	1,924,318	976,698	0	947,620	868,652	50.76%
Benefits	1,013,822	560,269	0	453,553	469,553	55.26%
Purchased Services	913,463	369,960	0	543,503	419,496	40.50%
Travel	127,552	87,455	0	40,097	78,698	68.56%
Supplies and Materials	476,324	294,703	7,633	173,987	193,236	63.47%
Unallocated Expenses	41,756	0	0	41,756	0	0.00%
Equipment	107,184	86,660	7,218	13,306	83,670	87.59%
Capital Expenditures	1,312	1,312	0	0	0	100.00%
Total Expenditures	4,605,731	2,377,057	14,851	2,213,822	2,113,305	51.93%
Flow Through	288,759,446	155,631,511	0	133,127,935	143,465,753	53.90%
Total Exp & Flow Through	293,365,176	158,008,568	14,851	135,341,757	145,579,058	53.87%

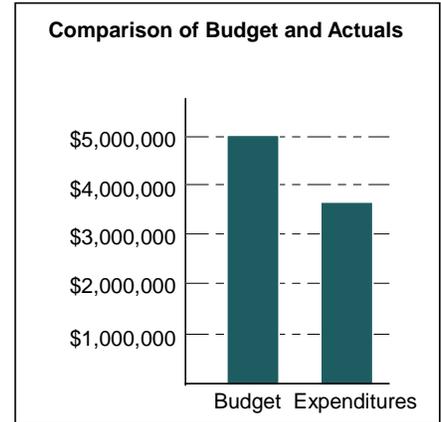


Department Budget & Expenditures Breakdown
Fiscal Year 2015
Month Ending May 31, 2015

District Computer Services

of FTE Staff -33.33

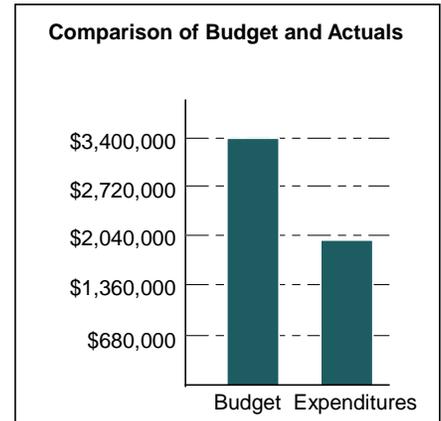
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	2,248,821	1,962,025	0	286,797	1,839,054	87.25%
Benefits	1,382,561	1,074,991	0	307,570	977,240	77.75%
Purchased Services	32,568	26,443	689	5,436	99,440	83.31%
Travel	6,235	1,561	0	4,673	5,631	25.04%
Supplies and Materials	559,909	461,852	20,697	77,359	540,140	86.18%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	325,856	166,771	20,677	138,408	8,193	57.52%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	4,555,950	3,693,644	42,063	820,243	3,469,699	82.00%
Flow Through	472,388	18,910	0	453,478	1,258,075	4.00%
Total Exp & Flow Through	5,028,339	3,712,554	42,063	1,273,721	4,727,773	74.67%



Educational Contracts

of FTE Staff -0

Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0.00%
Purchased Services	0	0	0	0	0	0.00%
Travel	0	0	0	0	0	0.00%
Supplies and Materials	0	0	0	0	0	0.00%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	0	0	0	0	0	0.00%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	0	0	0	0	0	0.00%
Flow Through	3,396,032	1,997,180	0	1,398,852	2,127,329	58.81%
Total Exp & Flow Through	3,396,032	1,997,180	0	1,398,852	2,127,329	58.81%

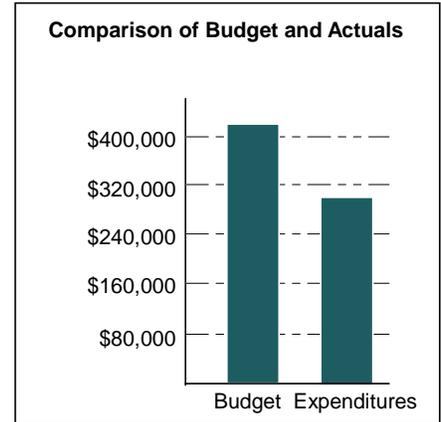


Department Budget & Expenditures Breakdown
Fiscal Year 2015
Month Ending May 31, 2015

Educational Equity

of FTE Staff -0

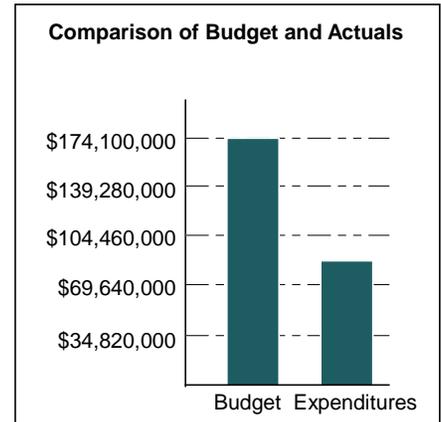
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	191,760	165,869	0	25,891	162,288	86.50%
Benefits	112,734	94,574	0	18,160	88,828	83.89%
Purchased Services	11,737	6,077	0	5,659	1,339	51.78%
Travel	3,122	2,211	0	911	400	70.81%
Supplies and Materials	57,403	17,630	0	39,773	19,533	30.71%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	2,002	288	88	1,627	2,464	18.74%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	378,757	286,649	88	92,021	274,852	75.70%
Flow Through	41,107	32,038	0	9,068	32,147	77.94%
Total Exp & Flow Through	419,864	318,687	88	101,089	306,999	75.92%



ESEA and Special Programs

of FTE Staff -9.00

Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	1,007,834	849,753	0	158,081	889,924	84.31%
Benefits	549,182	483,046	0	66,136	486,608	87.96%
Purchased Services	386,692	189,633	10,328	186,731	200,467	51.71%
Travel	102,784	43,003	0	59,781	45,624	41.84%
Supplies and Materials	655,350	212,552	131	442,667	205,819	32.45%
Unallocated Expenses	1,194,405	0	0	1,194,405	0	0.00%
Equipment	82,749	27,078	16,887	38,784	21,145	53.13%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	3,978,996	1,805,066	27,346	2,146,584	1,849,587	46.05%
Flow Through	170,085,062	86,722,355	0	83,362,707	88,712,987	50.99%
Total Exp & Flow Through	174,064,058	88,527,421	27,346	85,509,291	90,562,574	50.87%

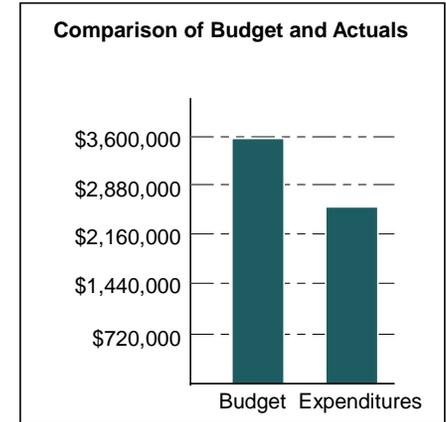


Department Budget & Expenditures Breakdown
Fiscal Year 2015
Month Ending May 31, 2015

Fine Arts (POPS)

of FTE Staff -0

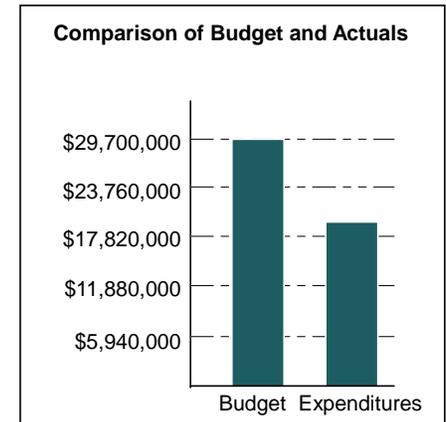
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0.00%
Purchased Services	0	0	0	0	0	0.00%
Travel	0	0	0	0	0	0.00%
Supplies and Materials	0	0	0	0	0	0.00%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	0	0	0	0	0	0.00%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	0	0	0	0	0	0.00%
Flow Through	3,590,883	2,589,999	0	1,000,884	2,669,239	72.13%
Total Exp & Flow Through	3,590,883	2,589,999	0	1,000,884	2,669,239	72.13%



Grants and Contracts

of FTE Staff -0.67

Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	341,593	156,510	0	185,083	145,734	45.82%
Benefits	154,761	71,215	0	83,546	61,574	46.02%
Purchased Services	21,352,900	14,453,764	151,678	6,747,457	10,228,839	68.40%
Travel	15,222	1,351	0	13,871	1,966	8.88%
Supplies and Materials	5,111,886	3,852,639	0	1,259,247	3,386,777	75.37%
Unallocated Expenses	284,026	2,500	0	281,526	0	0.88%
Equipment	328,160	299,828	0	28,332	302,734	91.37%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	27,588,546	18,837,807	151,678	8,599,061	14,127,624	68.83%
Flow Through	2,063,974	1,003,017	0	1,060,957	440,869	48.60%
Total Exp & Flow Through	29,652,520	19,840,824	151,678	9,660,018	14,568,493	67.42%

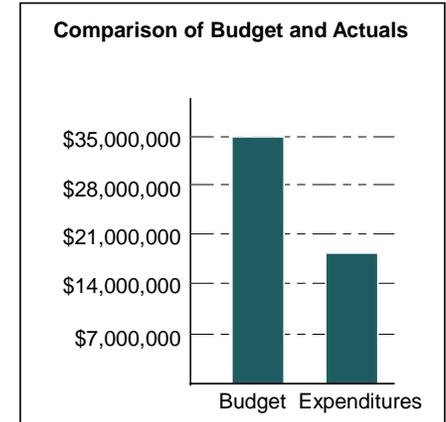


Department Budget & Expenditures Breakdown
Fiscal Year 2015
Month Ending May 31, 2015

Instructional Services-Teaching and Learning

of FTE Staff -16.00

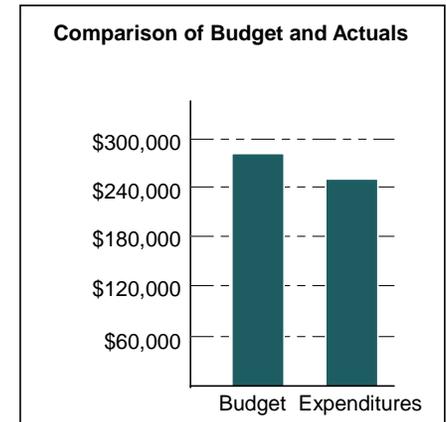
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	1,711,077	1,427,016	0	284,061	1,361,468	83.40%
Benefits	843,301	758,508	0	84,793	659,095	89.95%
Purchased Services	1,192,382	719,434	892	472,057	620,566	60.41%
Travel	75,175	70,662	0	4,513	64,155	94.00%
Supplies and Materials	2,163,347	529,689	4,552	1,629,106	897,412	24.70%
Unallocated Expenses	80,135	0	0	80,135	0	0.00%
Equipment	11,918	6,158	0	5,760	8,313	51.67%
Capital Expenditures	27,917	27,917	0	0	0	100.00%
Total Expenditures	6,105,251	3,539,383	5,444	2,560,424	3,611,008	58.06%
Flow Through	28,856,923	15,131,657	0	13,725,266	16,589,785	52.44%
Total Exp & Flow Through	34,962,174	18,671,041	5,444	16,285,690	20,200,793	53.42%



Law and Legislation

of FTE Staff -1.00

Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	152,256	131,489	0	20,768	129,459	86.36%
Benefits	80,424	70,508	0	9,915	65,028	87.67%
Purchased Services	5,229	2,486	0	2,743	3,585	47.54%
Travel	2,194	2,144	0	50	648	97.70%
Supplies and Materials	8,772	6,537	200	2,035	9,663	76.80%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	2,000	0	1,456	544	0	72.80%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	250,876	213,163	1,656	36,056	208,382	85.63%
Flow Through	31,625	24,936	0	6,689	24,910	78.85%
Total Exp & Flow Through	282,500	238,099	1,656	42,745	233,292	84.87%

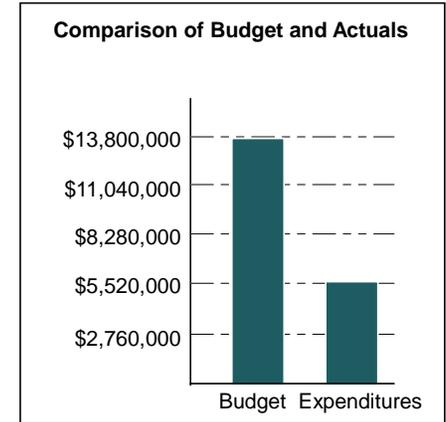


Department Budget & Expenditures Breakdown
Fiscal Year 2015
Month Ending May 31, 2015

Licensing and UPPAC

of FTE Staff -9.00

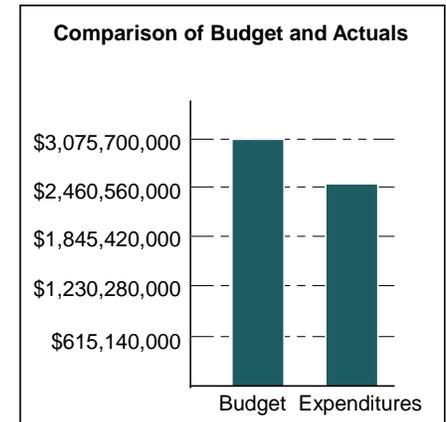
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	1,009,327	704,559	0	304,768	616,801	69.80%
Benefits	503,595	402,397	0	101,198	328,895	79.90%
Purchased Services	762,035	425,056	24,041	312,938	506,284	58.93%
Travel	13,060	6,900	0	6,160	6,326	52.84%
Supplies and Materials	409,093	228,764	3,206	177,123	244,149	56.70%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	3,700	19,122	841	(16,263)	8,069	539.54%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	2,700,810	1,786,799	28,087	885,923	1,710,522	67.20%
Flow Through	11,055,238	3,957,242	0	7,097,996	4,542,292	35.80%
Total Exp & Flow Through	13,756,048	5,744,041	28,087	7,983,920	6,252,814	41.96%



Minimum School Program

of FTE Staff -0

Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0.00%
Purchased Services	0	0	0	0	300,000	0.00%
Travel	0	0	0	0	0	0.00%
Supplies and Materials	0	0	0	0	0	0.00%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	0	0	0	0	0	0.00%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	0	0	0	0	300,000	0.00%
Flow Through	3,075,727,615	2,518,986,574	0	556,741,041	2,397,942,173	81.90%
Total Exp & Flow Through	3,075,727,615	2,518,986,574	0	556,741,041	2,398,242,173	81.90%

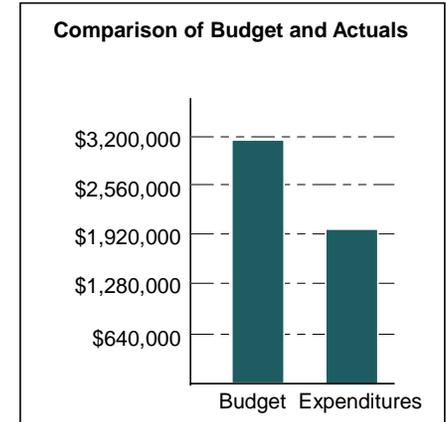


Department Budget & Expenditures Breakdown
Fiscal Year 2015
Month Ending May 31, 2015

School Finance

of FTE Staff -11.00

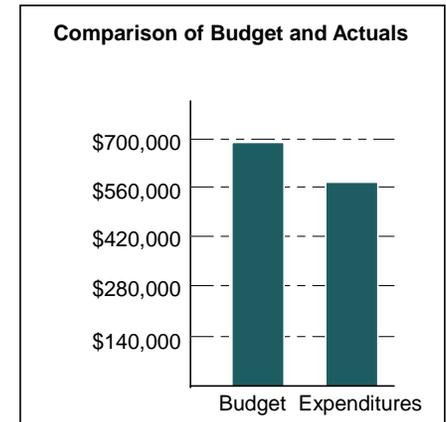
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	1,020,462	863,625	0	156,837	840,884	84.63%
Benefits	589,969	492,028	0	97,941	454,982	83.40%
Purchased Services	467,858	14,690	0	453,168	6,309	3.14%
Travel	49,234	20,983	0	28,251	16,041	42.62%
Supplies and Materials	64,916	19,334	59	45,523	44,897	29.87%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	13,017	3,856	7,049	2,112	3,890	83.78%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	2,205,456	1,414,517	7,109	783,830	1,367,004	64.46%
Flow Through	946,688	567,634	0	379,054	279,771	59.96%
Total Exp & Flow Through	3,152,144	1,982,151	7,109	1,162,885	1,646,775	63.11%



School Trust Lands

of FTE Staff -4.00

Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	291,862	247,073	0	44,789	220,715	84.65%
Benefits	157,536	136,133	0	21,403	117,796	86.41%
Purchased Services	66,098	46,069	239	19,790	50,479	70.06%
Travel	15,347	13,966	0	1,380	4,768	91.01%
Supplies and Materials	19,943	9,088	0	10,854	16,060	45.57%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	5,846	1,385	4,461	0	3,116	100.00%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	556,631	453,715	4,700	98,217	412,933	82.36%
Flow Through	135,199	121,347	0	13,852	106,756	89.75%
Total Exp & Flow Through	691,830	575,061	4,700	112,069	519,689	83.80%

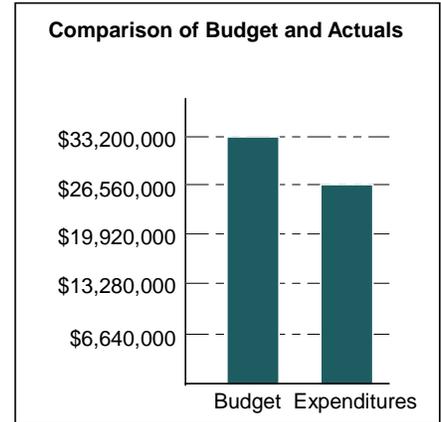


Department Budget & Expenditures Breakdown
Fiscal Year 2015
Month Ending May 31, 2015

Schools for Deaf and Blind

of FTE Staff -1086.1

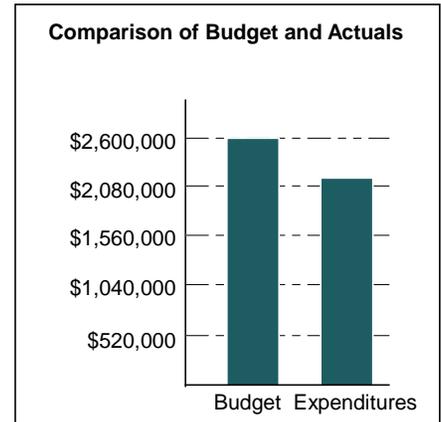
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	15,480,385	12,867,123	0	2,613,262	12,602,208	83.12%
Benefits	8,726,416	7,156,695	0	1,569,721	6,724,494	82.01%
Purchased Services	5,010,297	4,724,882	41,220	244,194	4,387,136	95.13%
Travel	454,680	383,049	175	71,456	461,943	84.28%
Supplies and Materials	2,861,574	1,157,300	101,126	1,603,148	1,192,700	43.98%
Unallocated Expenses	250,000	1,050	0	248,950	0	0.42%
Equipment	413,494	506,453	39,899	(132,858)	199,712	132.13%
Capital Expenditures	30,754	18,900	16,095	(4,241)	222,303	113.79%
Total Expenditures	33,227,601	26,815,452	198,516	6,213,633	25,790,496	81.30%
Flow Through	0	0	0	0	0	0.00%
Total Exp & Flow Through	33,227,601	26,815,452	198,516	6,213,633	25,790,496	81.30%



Science (Isee)

of FTE Staff -0

Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0.00%
Purchased Services	0	0	0	0	0	0.00%
Travel	0	0	0	0	0	0.00%
Supplies and Materials	0	0	0	0	0	0.00%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	0	0	0	0	0	0.00%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	0	0	0	0	0	0.00%
Flow Through	2,600,000	2,193,561	0	406,439	2,412,633	84.37%
Total Exp & Flow Through	2,600,000	2,193,561	0	406,439	2,412,633	84.37%

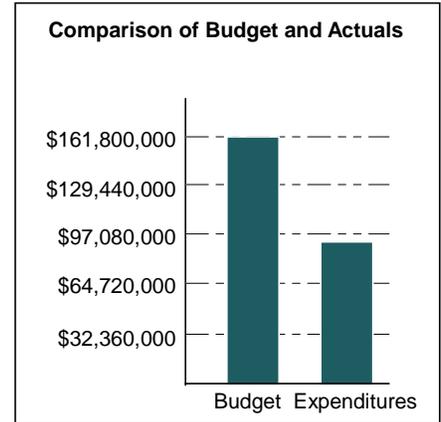


Department Budget & Expenditures Breakdown
Fiscal Year 2015
Month Ending May 31, 2015

Special Education

of FTE Staff -16.33

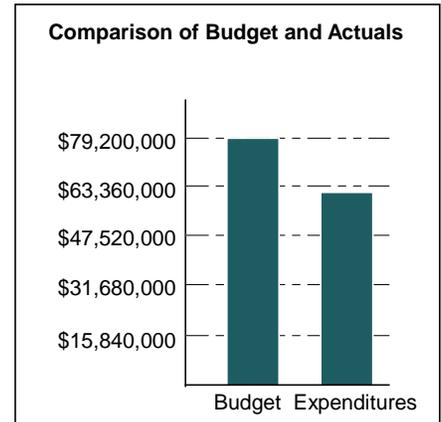
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	1,524,026	1,276,027	0	247,999	1,082,037	83.73%
Benefits	827,769	685,518	0	142,252	544,486	82.82%
Purchased Services	2,448,933	1,734,360	2,400	712,172	607,734	70.92%
Travel	141,060	84,951	0	56,109	66,019	60.22%
Supplies and Materials	538,857	335,259	10,866	192,732	355,329	64.23%
Unallocated Expenses	1,079,863	0	0	1,079,863	0	0.00%
Equipment	118,022	92,458	0	25,564	35,366	78.34%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	6,678,530	4,208,573	13,266	2,456,691	2,690,971	63.22%
Flow Through	155,115,623	89,294,671	0	65,820,952	81,945,319	57.57%
Total Exp & Flow Through	161,794,153	93,503,244	13,266	68,277,643	84,636,289	57.80%



State Office of Rehabilitation

of FTE Staff -1196.1

Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	23,732,973	19,223,917	0	4,509,056	19,052,607	81.00%
Benefits	13,643,065	10,880,972	0	2,762,093	10,243,796	79.75%
Purchased Services	3,902,287	3,695,635	72,244	134,407	3,153,913	96.56%
Travel	373,558	200,097	0	173,462	266,982	53.57%
Supplies and Materials	3,084,525	2,226,193	169,955	688,377	2,320,346	77.68%
Unallocated Expenses	326,156	53,694	0	272,462	0	16.46%
Equipment	1,453,928	1,107,058	213,288	133,582	319,611	90.81%
Capital Expenditures	561,032	555,721	0	5,312	47,870	99.05%
Total Expenditures	47,077,525	37,943,286	455,488	8,678,751	35,405,126	81.56%
Flow Through	32,081,767	23,851,296	0	8,230,471	33,318,231	74.35%
Total Exp & Flow Through	79,159,292	61,794,582	455,488	16,909,222	68,723,357	78.64%





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Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 18-19, 2015

INFORMATION: Independent Living Centers in Utah

Background:

Pursuant to a request for approval in May 2015 of five yearly contracts to be granted to Independent Living Centers by USOR, the Board asked that additional information about Independent Living Centers be provided to the Board in the June 2015 meeting.

Key Points:

USOR acts as a pass-through funding agency for Independent Living Centers in Utah. Independent Living Centers provide services to individuals with disabilities with the goal of increasing their independence.

Independent Living Centers provide a variety of services to individuals statewide as outlined in federal statute and described in a state plan approved by the federal funding agency. Currently there are six main Independent Living Centers in Utah.

Independent Living Centers receive some federal funds and some funding from the Utah State Legislature.

Anticipated Action:

USOR will provide additional information to Board members about the activities, funding, and location of Independent Living Centers as requested.

Contact: Stacey Cummings, Interim USOR Executive Director, 801-538-7781

INDEPENDENT LIVING CENTERS

Independent Living is funded with state dollars in the amount of \$3,199,118 and federal dollars in the amount of \$618,280. Funding for Independent Living originated through the Rehabilitation Act and USOR is the Designated State Agency for both state and federal pass-through funding. In addition to the pass-through funding, Centers also receive direct federal reimbursement dollars in the amount of \$812,532.

Independent Living Centers promote a philosophy of independent living, self-determination and consumer control, through peer support, self-help and equal access. Services are provided to maximize the empowerment, independence and productivity of individuals with disabilities.

Utah is served by six Independent Living Centers, with eight additional branch offices for a total of fourteen locations, serving all 29 counties. Centers are non-residential and serve individuals of all ages with all disabilities.

Individuals with significant disabilities need community supports and services to live in community based settings which foster independence and productivity. Each Center is a unique, nonprofit service agency that assists individuals of all ages, with all types of disabilities to increase or maintain their independence in their own home and community. Though each CIL is unique based on location and need, all provide the following core services:

- IL Skills Instruction – through classes, individual services, support groups and activities
- Information & Referral
- Individual & Systems Advocacy
- Peer Support – 51% of staff are individuals with a disability
- Transition Services
 - Facilitate the transition of individuals with significant disabilities from nursing homes & other institutions to home and community based residences AND provide assistance to individuals who are at risk of entering institutions.
 - Facilitate the transition of Youth (ages 14-24) who are individuals with significant disabilities, who were eligible for individualized education programs under IDEA.

In addition to the IL core services, each Center operates a loan bank providing assistive technology and equipment short term (i.e. wheelchairs, shower benches, walkers, etc.). For individuals needed equipment long term, centers provide assessment, service coordination to help individuals acquire needed equipment.

Statewide Programs for Independent Living in Utah

Roads to Independence

Andy Curry, Director

3355 Washington Blvd
Ogden, UT 84401
(801) 612-3215 1-866-734-5678
www.RoadstoInd.org
Serving: Morgan, Weber and Davis
Counties.

OPTIONS for Independence

Cheryl Atwood, Director

106 East 1120 North
Logan, Utah 84341
(435) 753-5353
1-800-753-2344
www.optionsind.org
Serving: Box Elder, Cache, and Rich

OPTIONS – Box Elder Satellite

1080 N Main, Suite 105-A
Brigham City, UT 84302
(435) 723-2171

Ability 1st Utah

Sandra Curcio, Director

491 North Freedom Blvd.
Provo, UT 84601
(801) 373-5044 1-877-421-4500
www.abilityfirstutah.org
Serving: Utah, Wasatch, Juab, and
Sanpete Counties.

Ability 1st - Ephraim Satellite

85 N. 100 W
Ephraim, UT 84642
(435) 283-4949

Active Re-Entry

Nancy Bentley, Director

10 South Fairgrounds Road
Price, Utah 84501
(435) 637-4950
www.arecil.org
Serving: Daggett, Duchesne,
Uintah, Carbon, Emery, Grand,
and San Juan Counties.

Satellite Offices

Uintah Basin Satellite

PO Box 580
Vernal, Utah 84078
(435) 789-4021
(435) 789-4020

Moab Satellite

182 North 500 West
PO Box 122
Moab, Utah 84532
(435) 259-0245

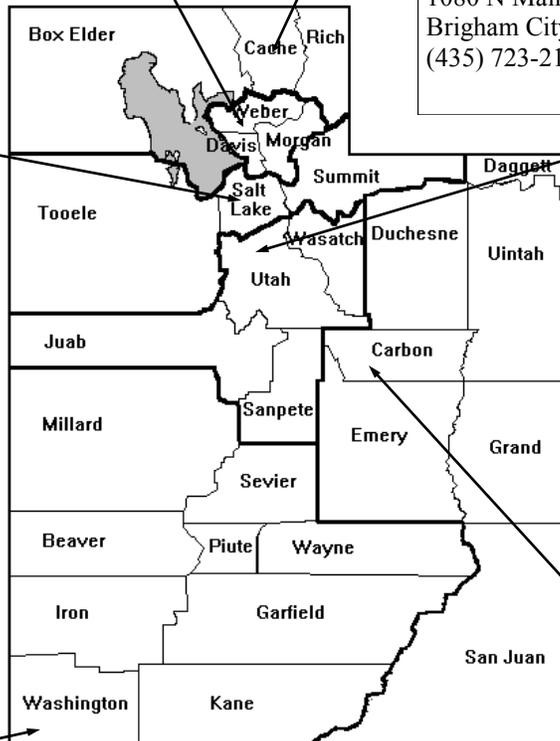
Utah Independent Living Center (UILC)

Debra Mair, Director

3445 South Main Street
Salt Lake City, Utah 84115
(801) 466-5565
1-800-355-2195
www.uilc.org
Serving: Salt Lake, Summit,
and Tooele Counties.

UILC - Tooele Satellite

42 S Main St
Tooele, UT 84074
(435) 843-7353



Red Rock Center for Independence

Barbara Lefler, Director

168 North 100 East, Suite 101
St. George, Utah 84770-4555
(435) 673-7501
1-800-649-2340
www.rrci.org
Serving: Millard, Sevier, Beaver, Piute, Wayne,
Iron, Garfield, Washington, and Kane Counties.

Iron/Garfield Satellite

427 So. Main St.
Suite #305
Cedar City, UT 84720
(435) 704-4798

Beaver/Millard Outstation

(435) 691-0567

Sevier/Wayne/Piute Outstation

635 N. Main St. Suite 685
Richfield, UT 84701
(435) 979-6416



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Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 19, 2015

ACTION: Independent Living Center Roads to Independence (RTI) Contract Approval

Background: The Utah State Office of Rehabilitation (USOR) acts as a pass-through agency providing funding to six independent living centers in Utah. Contracts for service provision by these centers are renewed yearly. USOR elected to submit a request for approval for five contracts in the Board's May 2015 meeting, but held the contract for RTI to be submitted for approval in the June Board meeting. USOR is now requesting approval for a short-term contract with RTI with the inclusion of some conditional language.

Key Points: A few months ago USOR received a report of allegations made against some employees of RTI. USOR has been working with RTI to complete an investigation of these allegations. Although USOR has received some information needed to complete an investigation, USOR has requested that by June 30, 2015 additional information be provided by RTI before a new contract is approved.

USOR believes that a new contract should not go into effect until the additional information requested is received and USOR has reviewed the information and determines whether it meets all the requirements given to RTI. For this reason, USOR requests that conditional language be included in any recommendation for approval requiring that the new contract will not take effect until all information requested by USOR on March 3, 2015 from RTI regarding RTI policies, practices, and finances is received and reviewed by the USOR Executive Director, the USOR Independent Living Specialist, and a designee from USOR's Internal Audit Department and approved by such individuals as sufficient to resolve allegations made against RTI.

Anticipated Action: The Board will consider approving a one-year contract with a three-month end state for Roads to Independence (RTI) to provide independent living services. The approval will contain conditional language requiring submission and approval of additional information to USOR. If RTI does not meet the requirements by the end of the first three months of the contract, the contract will end. This method and process meets all purchasing and contract requirements of the State of Utah.

Contact: Stacey Cummings, scumming@utah.gov or 801-538-7781.

June 03

Contract INFORMATION

State No.	136379
Agency No.	5224

Contractor and Address Roads to Independence 3355 Washington Blvd South Ogden, UT 84401-4105	Vendor Number	65271 B
	Commodity Code	96102000000

Agency Monitor	R. Thomas England	Amount \$	591,911.00	From	07/01/2015	To	06/30/2016
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Schedule of Payments: Payments will be made by monthly reimbursement	
Original amount	\$555,003.00
Amendment #1	\$588,271.00
Amendment #2	\$591,911.00
Total contract amount	\$1,735,185.00

Purpose of Contract:
To provide Independent Living, Assistive Technology services, and Nursing Home Transition services to individuals with disabilities residing in the Morgan, Davis and Weber Counties.

Correlation with Board Goals:

Greater Than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).	Yes	No x
	The proposals were reviewed by an in-agency committee, and the least-Costly and best-performance proposal was selected.	x	
Less than \$5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee, and the least-Costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	x	
	The employment goals of the affirmative action program were followed.	x	
	A conflict of interest involving USOR/USOR staff exists.		x
	The contract uses federal funds.	x	

Agency approval certifies that all parties herein receiving fees, stipends, or other payment in excess of approved travel and per diem reimbursement will receive no remuneration from another state agency, state institution, school district, or other political subdivision (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request.

Fund	Agency	Organ	Approp	Object	Activity	Rep Cat	Project
SEE ATTACHED							

Division Superintendent or Designee _____ Date _____

Accounting _____ Date _____

Superintendent/Executive Director or Designee _____ Date _____

Upon final approval by State Finance:
Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit
Quadruplicate: Board agenda

Document to be included with Roads to Independence Independent Living Contract 136379 Amendment #2

CONTRACT STIPULATIONS

The following stipulations must be met by Roads to Independence Independent Living Center by September 30, 2015. If these stipulations are not met by September 30, 2015, the contract between RTI and USOE will be considered terminated. Consider this Contract Stipulation as 30 day notice to rectify the identified problems. ~~the Utah State Board of Education will terminate this contract.~~

- 1) The audit required in the March 3, 2015 letter from USOR must be completed by June 30, 2015 and corrective action on any findings must be completed. .
- 2) RTI policies, procedures and bylaws must be approved by the RTI Governing Board and USOR. Each policy must contain internal controls that are designed to ensure efficiency and effectiveness and compliance with applicable laws and regulations. RTI must also show that these controls have been implemented and are operating efficiently by September 30, 2015.
- 3) Reimbursement requests must be submitted monthly by the 15th of the subsequent month. Request number 1 for state fiscal year 2016 must be received by USOR by August 15, 2015. Request number 2 for state fiscal year 2016 must be received by USOR by September 15, 2015.
- 4) RTI must document receipt of loan bank items that includes a valuation of any item. At a minimum, items worth \$1000 or more must be included in the equipment management system to ensure appropriate inclusion in the general ledger. To be completed by September 30, 2015.



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Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 19, 2015

DISCUSSION/ACTION: R277-116 *Utah State Board of Education Internal Audit Procedure*
(Repeal/Reenact) and Utah Internal Audit Act

Background: During the last three meetings of the Board Audit Committee there was a discussion regarding Administrative Rule R277-116 *Utah State Board of Education Internal Audit Procedure*. Extensive changes to the rule have been made to ensure consistency with the Utah Internal Audit Act (Utah Code 63I-5), Board intent, and internal auditing standards. Additionally, the Audit Committee qualifications, per the Utah Internal Audit Act, were removed from the rule and it was suggested they be included in the Board Bylaws.

Related to the rule, the Audit Process Flowchart and Risk/Finding Grading Matrix has also been discussed during Audit Committee.

Key Points:

1. The internal audit rule outlines the authority and responsibility of the internal audit director, superintendent, and agency and details the audit plan, audit process, and audit reporting structure. In the May Audit Committee meeting the committee passed R277-116 on first reading and it is presented to the full Board for second reading.
2. The Committee discussed the current language in the Utah Internal Audit Act (UCA 63I-5-201(4)) which indicates that USOE establishes, under the direction of the Board, the internal audit function. Because the internal audit function should be independent of daily operations and reports to the Board, the Committee approved a motion to work to revise the statutory language to indicate that the Board establishes the internal audit function.

Anticipated Action:

1. It is proposed that the Board consider approving R277-116 on second reading.
2. It is proposed that the Board work with the legislature to revise UCA 63I-5-201(4) *The Utah Internal Audit Act* with regards to establishment of the Board internal audit function to be consistent with Board authority and intent.

Contact: Debbie Davis, 801-538-7639

~~[R277. Education, Administration.~~

~~R277-116. Utah State Board of Education Internal Audit Procedure.~~

~~R277-116-1. Definitions.~~

- ~~A. "Appointing authority" means the Board.~~
- ~~B. "Audit" means internal reviews or analyses or a combination of both of Utah State Board of Education programs, activities and functions that may address one or more of the following objectives:~~
- ~~(1) to verify the accuracy and reliability of USOE or Board records;~~
 - ~~(2) to assess compliance with management policies, plans, procedures, and regulations;~~
 - ~~(3) to assess compliance with applicable laws, rules and regulations;~~
 - ~~(4) to evaluate the efficient and effective use and protection of Board, state, or federal resources; or~~
 - ~~(5) to verify the appropriate protection of USOE assets;~~
 - ~~(6) to review and evaluate internal controls over LEA and USOE accounting systems, administrative systems, electronic data processing systems, and all other major systems necessary to ensure the fiscal and administrative accountability of LEAs and the USOE.~~
- ~~C. "Audit Committee" means a standing committee appointed by the Board Chair.~~
- ~~D. "Board" means the Utah State Board of Education.~~
- ~~E. "Internal Auditor" means person or persons appointed by the Board to direct the internal audit function for the Board and USOE.~~
- ~~F. "LEA," for purposes of this rule, means any local education agency under the supervision of the Board including any sub unit of school districts, Utah Schools for the Deaf and the Blind, and charter schools.~~
- ~~G. "Subrecipient," for purposes of this rule, means any entity awarded funds through a sub-award, contract, or designated to receive an appropriation for programs supervised by the Board.~~
- ~~H. "Superintendent" means the State Superintendent of Public Instruction, who is the Agency Head within the meaning of the Utah Internal Audit Act.~~
- ~~I. "Survey work" means an internal review of Board rules, statutes, federal requirements and a limited sample of an LEA's programs, activities or documentation that may give rise to or refute the need for a more comprehensive audit. The preliminary or limited information derived from survey work is a part of the ongoing audit process and may be provided as a draft to the Audit Committee, to the Board or to the Superintendent upon request.~~
- ~~J. "USOE" means the Utah State Office of Education.~~
- ~~K. "USOR" means the Utah State Office of Rehabilitation.~~

~~R277-116-2. Authority and Purpose.~~

- ~~A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public~~

~~education in the Board, Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities, Section 53A-1-405 which makes the Board responsible for verifying audits of local school districts, Section 53A-1-402(1)(e) which directs the Board to develop rules and minimum standards regarding cost effectiveness measures, school budget formats and financial accounting requirements for the local school districts, Section 53A-17a-147(2) which directs the Board to assess the progress and effectiveness of local school districts and programs funded under the Minimum School Program and report its findings to the Legislature, and by Section 63I-5-101 through 401 which provides standards and procedures for the Board, as the appointing authority for the USOE, to establish an internal audit program.~~

~~B. The purpose of this rule is to outline the Board's criteria and procedures for internal audits of programs under its supervision.~~

~~R277-116-3. Audit Committee Responsibilities.~~

~~The Audit Committee shall:~~

~~A. determine the priority for survey work or audits to be performed based on recommendations from the Internal Auditor, Audit Committee requests or correspondence, other Board member requests, or USOE staff recommendations;~~

~~B. consent to the appointment or removal of the Internal Auditor;~~

~~C. review and approve the annual internal audit plan and budget;~~

~~D. review internal and external audit reports, survey work, follow-up reports, and quality assurance reviews of the Internal Auditor;~~

~~E. meet at each regularly scheduled Board meeting with the Internal Auditor to discuss ongoing audits, audit priorities and progress, and other issues;~~

~~F. distribute drafts or preliminary versions of audits only to Board members, as requested, or auditees. Internal audits that have not been reviewed in final form by the Audit Committee, the auditee, and the Board are drafts and, as such, are not public records;~~

~~G. determine the distribution of audit findings in any or all stages or reports to other Board members as well as to other interested parties;~~

~~H. review the findings and recommendations of the Internal Auditor and make recommendations for action on the findings to the Board; and~~

~~I. evaluate the Internal Auditor at least annually in a formal evaluation process.~~

~~R277-116-4. Internal Auditor Authority and Responsibilities.~~

~~A. The Internal Auditor shall work closely with and receive regular supervision from the Superintendent.~~

~~B. The Internal Auditor shall report initially to the Superintendent. Following the Superintendent's response, the Internal Auditor reports to the Audit Committee and ultimately to the Board.~~

~~C. The Internal Auditor's work shall be determined primarily by a risk assessment developed by the Internal Auditor and approved by the Audit Committee at least annually. The risk assessment shall:~~

~~(1) consider public education programs for which the Board has responsibility;~~

~~(2) consider and evaluate which public education programs, activities or responsibilities are most critical to:~~

~~(a) student safety;~~

~~(b) student achievement;~~

~~(c) efficient management of public education resources;~~

~~(d) the priorities of public education as determined by the Board; and~~

~~(e) USOR risks and efficient management of USOR programs supervised by the Board.~~

~~D. The Internal Auditor shall meet with the Audit Committee or the Board, at the direction of either, to inform both the Audit Committee and the Board of progress on assigned audits and any additional information or assignments requested by the Audit Committee or the Board.~~

~~E. The Internal Auditor shall conduct audits as recommended by the Audit Committee, and as directed by the Board, including economy and efficiency audits, program audits, and financial related audits of any function, LEA, or program under the Board's supervision, or as otherwise directed by the Board.~~

~~F. The Internal Auditor is authorized to manage a statewide hotline to receive and investigate allegations of fraud, waste and abuse over programs and entities supervised by the Board.~~

~~G. The Internal Auditor shall immediately notify the Audit Committee and the Board of any irregularity or serious deficiency discovered in the audit process or of any impediment or conflict to accomplishing an audit as directed by the Board.~~

~~H. The Internal Auditor shall submit a written report to the Audit Committee and the Board of each authorized audit within a reasonable time after completion of the audit.~~

~~I. The Internal Auditor shall maintain the classification of any public records consistent with Title 63G, Chapter 2, Government Records Access and Management Act.~~

~~J. Audit Committee members, Board members and USOE employees shall maintain information acquired in the audit process in the strictest confidence consistent with the Public Employees Ethics Act, Section 67-16-4.~~

~~K. The Internal Auditor shall have access to all records, personnel, and physical materials relevant and necessary to conduct audits of all programs and agencies supervised by the Board. All public education entities shall cooperate fully with Internal~~

~~Auditor requests; The Internal Auditor is not required to issue subpoenas or make GRAMA requests under Section 63G-2-202 to receive requested information from public education entities.~~

~~L. The Internal Auditor shall meet at least semi-annually with the Audit Committee Chair to review the performance of the Internal Audit Division and discuss matters of concern, resources, and other issues.~~

~~R277-116-5. Audit Plans.~~

~~A. An audit plan shall be prepared by the Internal Auditor and shall:~~

~~(1) be reviewed regularly by both the Superintendent and the Audit Committee;~~

~~(2) identify the individual audits to be conducted during each year;~~

~~(3) determine the adequacy and efficiency of the USOE's internal monitoring and control of programs and personnel;~~

~~(4) identify the related resources to be devoted to each of the respective audits; and~~

~~(5) ensure that audits that evaluate the efficient and effective use of public education resources are adequately represented in the plan.~~

~~B. The Internal Auditor shall submit the audit plan first to the Superintendent for review, next to the Audit Committee for review, modification, update, and approval. Each audit plan shall expressly state an anticipated completion date.~~

~~C. The Internal Auditor shall:~~

~~(1) ensure that audits are conducted in accordance with professional auditing standards such as those published by the Institute of Internal Auditors, Inc., the American Institute of Certified Public Accountants, and, when required by other law, regulation, agreement, contract, or policy, in accordance with Government Auditing Standards, issued by the Comptroller General of the United States;~~

~~(a) all reports of audit findings issued by internal audit staff shall include a statement that the audit was conducted according to the appropriate standards;~~

~~(b) public release of reports of audit findings shall comply with the conditions specified by state laws and rules governing the USOE.~~

~~(2) report concerns to the Audit Committee or the Board that arise as the result of survey work or audits that necessitate a direct review of the Superintendent's activities or actions;~~

~~(3) report significant audit matters that cannot be appropriately addressed by the Audit Committee and the Board to either the Office of Legislative Auditor General or the Office of the State Auditor;~~

~~(4) report quarterly to the full Board those issues which have the potential of opening up the Board, Superintendent, or USOE to liability or litigation;~~

~~—— (5) conduct at least annually a risk assessment of the entire public education system and report the findings to the Audit Committee; and~~

~~—— (6) regularly attend all Board meetings.~~

~~KEY: educational administration~~

~~Date of Enactment or Last Substantive Amendment: May 8, 2015~~

~~Notice of Continuation: December 16, 2013~~

~~Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-401(3); 53A-1-405; 53A-1-402(1)(e); 53A-17a-147(2); 63I-5-101 through 401]~~

1 **R277. Education, Administration.**

2 **R277-116. Audit Procedure.**

3 **R277-116-1. Authority and Purpose.**

4 (1) This rule is authorized by:

5 (a) Utah Constitution Article X, Section 3 which vests
6 general control and supervision of public education in the
7 Board;

8 (b) Subsection 63I-5-201(4) which requires the Board to
9 direct the establishment of an internal audit department for
10 programs administered by the entities it governs;

11 (c) Subsection 53A-1-401(3) which allows the Board to
12 adopt rules in accordance with its responsibilities;

13 (d) Subsection 53A-1-402(1)(e) which directs the Board to
14 develop rules and minimum standards regarding school
15 productivity and cost effectiveness measures, school budget
16 formats, and financial, statistical, and student accounting
17 requirements for the local school districts;

18 (e) Section 53A-1-404 which allows the Board to approve
19 auditing standards for school boards;

20 (f) Section 53A-1-405 which makes the Board responsible
21 for verifying audits of local school districts; and

22 (g) Subsection 53A-17a-147(2) which directs the Board to
23 assess the progress and effectiveness of all programs funded
24 under the State System of Public Education.

25 (2) The purpose of this rule is to:

26 (a) outline the role of the Audit Director,
27 Superintendent, and agency in the audit process; and

28 (b) outline the Board's procedures for audits of
29 agencies.

30 **R277-116-2. Definitions.**

31 (1) "Agency" means:

32 (a) an entity governed by the Board;

33 (b) an LEA; or

34 (c) a sub-recipient.

35 (2) "Audit committee" means a standing committee of
36 members appointed by the Board.

37 (3) "Audit Director" means the person who:

38 (a) directs the audit program of the Board;

39 (b) is appointed by and reports to the audit committee;
40 and

41 (c) is independent of the agencies subject to Board
42 audit.

43 (4) "Audit plan" means a prioritized list of audits to be
44 performed in the audit program within a specified period of
45 time that is reviewed, approved, and adopted at least
46 annually.

47 (5) "Audit program" means a department that provides
48 internal audit services for the Board that is directed by the
49 Audit Director.

50 (6) "An entity governed by the Board" means the SCSB,
51 USDB, USOE, or USOR.

52 (7) "Draft audit report" means a draft audit report
53 compiled by the Audit Director that is classified as protected
54 under Title 63G, Chapter 2, Part 3, Section 305, Protected
55 records.

56 (8) "Final audit report" means a draft audit report that
57 is approved by the audit committee and the Board as a final
58 audit report that is classified as public under Title 63G,
59 Chapter 2, Part 3, Section 301, Public records.

60 (9) "Sub-recipient" means any entity that receives funds
61 from an entity governed by the Board.

62 **R277-116-3. Audit Director Authority and Responsibilities.**

63 The Audit Director shall:

64 (1) direct the audit program:

65 (a) as approved by the Board and audit committee by
66 objectively evaluating the effectiveness and efficiency of the

67 operations of the agency being audited;
68 (b) in accordance with the current International
69 Standards for the Professional Practice of Internal Auditing;
70 and
71 (c) as otherwise required by the Board;
72 (2) ensure that collectively the audit department
73 possesses the knowledge, skills, and experience essential to
74 the practices of the profession and are proficient in applying
75 internal auditing standards, procedures, and techniques;
76 (3) employ:
77 (a) a sufficient number of professional and support staff
78 to implement an effective internal audit program; and
79 (b) audit staff who are qualified in disciplines that
80 include:
81 (i) accounting;
82 (ii) business management;
83 (iii) public administration;
84 (iv) human resource management;
85 (v) economics;
86 (vi) finance;
87 (vii) statistics;
88 (viii) electronic data processing; or
89 (ix) engineering;
90 (4) inform the audit committee if additional professional
91 and support staff are necessary to implement an effective
92 internal audit program;
93 (5) base compensation, training, job tenure, and
94 advancement of internal auditing staff on job performance;
95 (6) propose audit rules, policies, and amendments, for
96 approval and adoption by the Board that maintain staff
97 independence from operational and management responsibilities
98 that would impair staff's ability to make independent audits
99 of an agency;
100 (7) develop and recommend an audit plan to the Board and

101 the audit committee based on the findings of periodic risk
102 assessments, audits, and budget;

103 (8) perform an audit of a special program, activity,
104 function, or organizational unit of an agency at the direction
105 of the Board or the audit committee with one or more
106 objectives, including:

107 (a) to verify the accuracy and reliability of agency
108 records;

109 (b) to assess compliance with management policies, plans,
110 procedures, and regulations;

111 (c) to assess compliance with applicable laws, rules, and
112 regulations;

113 (d) to evaluate the efficient and effective use of agency
114 resources;

115 (e) to verify the appropriate protection of agency
116 assets; and

117 (f) review and evaluate internal controls over the
118 agency's accounting systems, administrative systems,
119 electronic data processing systems, and all other major
120 systems necessary to ensure the fiscal and administrative
121 accountability of the state agency;

122 (9) determine the assignment and scope of the audits;

123 (10) periodically discuss relevant matters with the audit
124 committee including whether there are any restrictions on the
125 scope of the audits;

126 (11) submit draft audit reports directly to the Board and
127 to the audit committee;

128 (12) receive comments from the Board and responses from
129 the Superintendent on the draft audit report;

130 (13) edit draft audit report based upon the comments and
131 responses received;

132 (14) resubmit a draft audit report to the Board and audit
133 committee:

134 (a) after receipt of comments from the Board and

135 responses from the Superintendent; and
136 (b) until a draft audit report is approved and adopted as
137 a final audit report by the Board;
138 (15) report monthly to the audit committee, or as
139 otherwise directed by the audit committee, including:
140 (a) reviewing current audits being performed both
141 internally and externally;
142 (b) the scope of the internal and external audits;
143 (c) status of internal and external audits;
144 (d) follow up draft audit reports; and
145 (e) draft audit reports for final review and
146 recommendation;
147 (16) conduct an annual quality assurance review of the
148 audit program with the audit committee;
149 (17) personally or through a designee, report quarterly
150 to the Board, or as otherwise directed by the Board;
151 (18) personally or through a designee, attend all Board
152 meetings;
153 (19) report to the Board, within a reasonable time of
154 discovering, issues that have the potential of exposing the
155 Board, Superintendent, or an agency to liability or
156 litigation;
157 (20) maintain the classification of any public record
158 consistent with GRAMA;
159 (21) be subject to the same penalties under GRAMA as the
160 custodian of a public record; and
161 (22) ensure that significant audit matters that cannot be
162 appropriately addressed by the audit program are referred to
163 either the Office of Legislative Auditor General or the Office
164 of the State Auditor.

165 **R277-116-4. Superintendent Authority and Responsibilities.**

166 The Superintendent shall establish the audit program by:
167 (1) providing resources necessary to conduct the audit

168 program including adequate funds, staff, tools, and space to
169 support the audit program;

170 (2) facilitating communications with those charged with
171 governance, management, and staff as requested by the Audit
172 Director or the audit committee to ensure the access necessary
173 to perform an audit;

174 (3) ensuring access to all personnel, records, data, and
175 other agency information that the Audit Director or staff
176 consider necessary to carry out their assigned duties;

177 (4) notifying the Audit Director of external audits of
178 entities governed by the Board;

179 (5) notifying the agency that the Audit Director shall be
180 the liaison for an external audit; and

181 (6) supporting the audit program as otherwise requested
182 by the audit committee or Audit Director.

183 **R277-116-5. Agency Authority and Responsibilities.**

184 The agency shall wholly cooperate and provide the Audit
185 Director and the internal audit staff all:

186 (1) necessary access to those charged with governance,
187 management, and staff; and

188 (2) personnel, records, data, and other agency
189 information that the Audit Director or staff consider
190 necessary to carry out their assigned duties.

191 **R277-116-6. Audit Plans.**

192 (1) The audit plan prepared by the Audit Director shall:

193 (a) identify the individual audits to be conducted during
194 each year;

195 (b) identify the related resources to be devoted to each
196 of the respective audits;

197 (c) ensure that internal controls are reviewed
198 periodically as determined by the Board or by the audit
199 committee; and

200 (d) ensure that audits that evaluate the efficient and
201 effective use of agency resources are adequately represented
202 in the audit plan.

203 (2) Upon request, the Audit Director shall make a copy of
204 the approved and adopted audit plan available to the state
205 auditor, legislative auditor, or other appropriate external
206 auditors to assist in planning and coordination of any
207 external financial, compliance, electronic data processing, or
208 performance audit.

209 **R277-116-7 Audit Process.**

210 (1) The Audit Director shall develop and recommend an
211 audit plan to the Board and the audit committee based on the
212 findings of periodic risk assessments and audits.

213 (2) Once approved and adopted by the Board, the Audit
214 Director shall implement the audit plan.

215 (3) As requested by the audit committee or Audit
216 Director, the Superintendent shall establish the audit
217 program.

218 (4) The agency shall provide all information to the Audit
219 Director and audit staff for the audit to be timely conducted.

220 (5) After conducting an audit, the Audit Director shall
221 submit a draft audit report to:

222 (a) the audit committee;

223 (b) the Board; and

224 (c) the Superintendent for response or comment.

225 (6) Within fourteen days of the Audit Director's
226 submission of the draft audit report to the Board and audit
227 committee, the Superintendent shall either:

228 (a) provide a written response or comment to the Board,
229 audit committee, and Audit Director to the draft audit report;
230 or

231 (b) file a written request for an extension to the audit
232 committee setting forth:

233 (i) the steps necessary to investigate and prepare a
234 response to the draft audit report;

235 (ii) the time necessary to perform each step; and

236 (iii) the latest date that the Superintendent's written
237 response or comment will be given to the Board, audit
238 committee and Audit Director.

239 (7) Upon receiving written response and comment from the
240 Superintendent, the Audit Director shall:

241 (a) incorporate into the draft audit report the written
242 responses and comments, if any, received from the Board, the
243 audit committee, and the Superintendent; and

244 (b) submit the amended draft audit report to the audit
245 committee for recommendation.

246 (8) The audit committee may:

247 (a) recommend an amended draft audit report for approval
248 and adoption; or

249 (b) send the amended draft audit report back to the Audit
250 Director with instructions for additional review.

251 (9) Upon recommendation from the audit committee on the
252 amended draft audit report, the Board may:

253 (a) approve and adopt an amended draft audit report as
254 the final audit report; or

255 (b) send the amended draft audit report back to the audit
256 committee with instructions for additional review.

257 **R277-116-8. Audit Reports.**

258 (1) An audit report prepared by the Audit Director and
259 staff shall be based upon audits of agency programs,
260 activities, and functions that include:

261 (a) findings based upon the audit scope; and

262 (b) one or more of the following objectives:

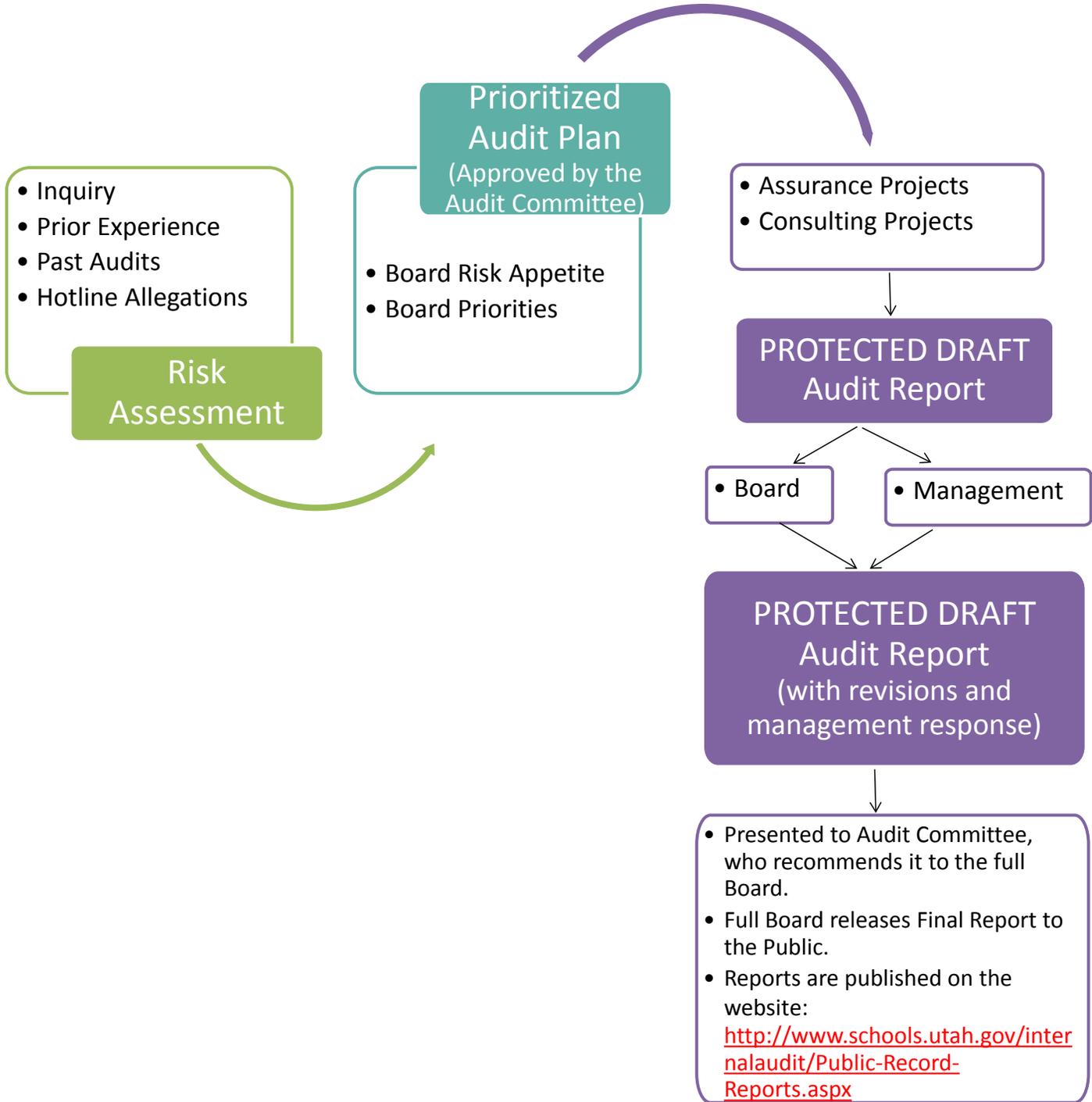
263 (i) verification of the accuracy and reliability of
264 agency records;

265 (ii) assessment of an agency's compliance with management

266 policies, plans, procedures, and regulations;
267 (iii) assessment of an agency's compliance with
268 applicable laws, rules, and regulations;
269 (iv) evaluation of the efficient and effective use of
270 agency resources;
271 (v) verification of the appropriate protection of agency
272 assets;
273 (vi) furnishing independent analyses, appraisals, and
274 recommendations that may, depending upon the audit scope,
275 identify:
276 (A) the adequacy of an agency's systems of internal
277 control;
278 (B) the efficiency and effectiveness of agency management
279 in carrying out assigned responsibilities; and
280 (C) the agency's compliance with applicable laws, rules,
281 and regulations;
282 (vii) review and evaluation of internal controls over the
283 agency's accounting systems, administrative systems,
284 electronic data processing systems, and all other major
285 systems necessary to ensure the fiscal and administrative
286 accountability of the agency; and
287 (viii) identification of abuse, illegal acts, errors,
288 omissions, or conflicts of interest.
289 (2) An audit report prepared by the Audit Director and
290 staff shall include a statement that the audit was conducted
291 according to International Standards for the Professional
292 Practice of Internal Auditing.
293 (3) The Audit Director shall provide, upon written
294 request, a copy of an audit report to the Office of
295 Legislative Auditor General or the Office of the State
296 Auditor.
297 (4) The Audit Director shall ensure that public release
298 of a final audit report complies with the conditions specified
299 by the state laws and rules governing the audited agency.

300 **KEY: educational administration**
301 **Date of Enactment or Last Substantive Amendment: [~~May 8,~~] 2015**
302 **Notice of Continuation: December 16, 2013**
303 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3;**
304 **53A-1-401(3); 53A-1-405; 53A-1-402(1)(e); 53A-17a-147(2); 63I-**
305 **5-101 through 401**

Utah State Board of Education Internal Audit Process



Internal Audit Risk and Finding Grading Scale

Risks are uncertainties that **may be** opportunities/barriers to meeting Board objectives.

Findings are issues that are **known** barriers to meeting Board objectives.

Board Risk Appetite/Tolerance

The amount of risk (potential barriers to Board objectives) the Board is willing to accept.

Grade Determination

Grades for each risk/finding will be determined based on an analysis of assessment areas, such as: Political/Public/Media Awareness, Financial, Compliance, Efficiency, Effectiveness, Security, etc.





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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 19, 2015

**DISCUSSION/
ACTION:** NGA Request to Congress to Designate Governors as Key Partners
In Public Education

Background:

The federal Elementary and Secondary Education Act (ESEA) is currently before Congress for reauthorization. The National Governors Association (NGA) and National Conference of State Legislatures (NCSL) have developed the joint proposal, *Governors' and State Legislatures' Plan to Reauthorize the Elementary and Secondary Education Act*:

<http://nga.org/files/live/sites/NGA/files/pdf/2015/ESEAGovernorsAndStateLegislaturesPlan.pdf>.

The Governor's Education Advisor, Tami Pyfer, has requested Board support for a letter to Congressional leaders regarding designating governors as key partners in state education plans affected by ESEA.

Key Points:

The NGA/NCSL plan includes recommendations to change the ESEA governance structure by providing governors and state legislatures greater authority over submission and implementation of state ESEA plans.

Anticipated Action:

The Board will receive the information and consider its support of the proposed letter and principles in the NGA/NCSL Plan.

Contact: Brad Smith, 801-538-7510

1 Amend by inserting the following after **Section 1111(a)(2)** (and make
2 conforming changes accordingly):

3
4 *„„„3) DESIGNATION.—The Governor of a State may designate
5 additional agencies, including an appropriate collaborative agency, a State
6 executive office, a joint interagency office or consortium to—*

7
8 *„„„A) ASSISTANCE.—Assist the state educational agency with
9 the planning, implementation and ongoing administration of programs
10 under this chapter.*

11
12 *„„„B) ALIGNMENT.—Ensure that the state plan and continued
13 administration of the law is aligned with state early childhood
14 education, higher education and workforce development policies.*

15
16 *„„„4) DEVELOPMENT OF PLAN.—In the development of the State
17 plan described in section 1111, the designated agencies and state educational
18 agency shall consult with appropriate representatives of units of general
19 purpose local government.*

- 20 • Reflects language in CCDBG (current program – Community
21 Development Block Grant), CHIP and WIOA (current programs
22 within Workforce Services) that allows additional agencies to be
23 involved in the development of the state’s ESEA plan.

24
25 Amend **Section 1111(a)(1)** by inserting *„„„Governor and”* before
26 *„„„State educational agency”* and striking *“the Governor”* after *“consultation
27 with”*.

28
29 Amend **Section 1111(a)(8)(C)** by inserting *„„„Governor and”* before
30 *„„„State educational agency”*.

- 31 • Establishes joint sign off for ESEA Title I state plan.

32
33 Amend **20 USC 7842(a)(1)** by striking *„„„fter consultation with the
34 Governor,”* and inserting *„„„and the Governor”* after *“a State educational
35 agency”*.

- 36 • Establishes joint sign off for ESEA consolidated state plan.

37
38 Amend **Section 9105(1)(a)** by inserting *“Governor and”* before *“state
39 educational agency”* and inserting *“an”* before *“Indian tribe”*.

- 40 • Establishes that the State educational agency and Governor may
41 request waivers from statutory provisions of the law.

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6

Amend **Section 111(a)(1)** by inserting „*the State legislature,*” after „*principals,*”

- Adds State legislatures to the list of representative groups that must be consulted in the development of the ESEA Title I state plan.



Governors' and State Legislatures' Plan to Reauthorize the Elementary and Secondary Education Act

Summary

In today's competitive global economy, our education system must prepare every student to be successful in work, in life and in a rapidly changing world. To move toward this goal, the nation's governors and state legislatures offer a bipartisan path for the reauthorization of the Elementary and Secondary Education Act (ESEA). As education leaders and innovators, governors and state legislatures have looked to state best practices and the basic principles of federalism to recommend concrete ideas to improve ESEA. The following recommendations are aligned with previous policies released by the National Governors Association (NGA) and the National Conference of State Legislatures (NCSL).

Governors and state legislatures believe that a high-quality education for all children and state flexibility can and should coexist in a reauthorized ESEA. With this in mind, they have produced recommendations that:

- Improve the ESEA governance structure to allow for more collaborative input at the state and local level;
- Integrate and align ESEA programs with state early childhood education, postsecondary education and workforce development;
- Ensure that all students – regardless of their disability, race, economic status or English proficiency – in urban and rural schools receive a high-quality education;
- Return control over K-12 education accountability and school improvement strategies back to states while providing high expectations for student success; and
- Support and incentivize state led strategies and innovations to prepare, recruit, retain, evaluate and reward high-quality teachers and school leaders.

Governance and Educational Alignment

Governors and state legislatures believe that a student's success is determined by much more than the time spent in elementary and high school. Students need a supportive, seamless progression from preschool through college to lifelong learning and successful employment. Governors and legislatures have piloted bold educational changes through ground-breaking partnerships between school districts and various state agencies – including education, health and human services and economic development– to make certain that students are prepared for each step within the education system. However, the current ESEA governance structure fails to take advantage of this innovation and too often isolates federal education programs from state education reforms, threatens local control of education and creates fragmentation that prevents smooth transitions for children.

While the federal government has acknowledged the need to modernize ESEA governance by involving governors and other state actors in federal education policy through programs such as Race to the Top, it is time to take the next step by reforming ESEA to ensure that federal education policy supports students in all phases of life.

Governors and state legislatures recommend improving ESEA governance by:

- Changing the ESEA governance structure, definitions and state plan submission process to provide governors and state legislatures greater authority to align and leverage their early education, K-12 and postsecondary system policy and finances to achieve greater educational effectiveness and efficiency.
- Conforming ESEA governance to other federal legislation that allows states and governors to determine which state agency or agencies collaboratively implement and administer the law.
- Creating opportunities for alignment of ESEA with state and federal early childhood education, postsecondary education and workforce development.

- Allowing governors and state legislatures to break down the current silos created by ESEA governance and ensure the law’s programs are sensibly integrated with the state’s education system to serve those students who need help the most.
- Providing flexibility for public-private partnerships to enhance ESEA programs and deliver better results through technical assistance, professional development and state and local report cards.

Accountability and Testing

Governors and state legislatures support an accountability system that moves away from the “label and punish” model of No Child Left Behind to a supportive framework that provides high expectations to genuinely support the unique strengths and capabilities of each student. In order for accountability to work, federal prescription must be replaced with a federal, state and local partnership that makes certain every child counts.

A reauthorized ESEA should empower states to set their own ambitious goals through an inclusive, transparent process that ensures every child is ready for college or a career. As states take on the complicated challenge of improving the quality of their state assessments while identifying any unnecessary state and local tests, the federal government should support these efforts by providing flexibility for states to use innovative new assessments.

Governors and state legislatures recommend ensuring state-determined education accountability by:

- Continuing to require public reporting on the progress of all students and disaggregation of data for at-risk students.
- Replacing the rigid structure of the current requirement of Annual Measurable Objectives and Adequate Yearly Progress with a state-led accountability system that:
 - Ensures states have set ambitious, state-designed annual, short-term and long-term goals that take into account multiple measures, including student proficiency in reading and math, individual student growth toward college and career readiness, graduation rates and any other measures as determined by the state.
 - Ensures states have set equally ambitious, state-designed annual, short-term and long-term goals for each individual subgroup of students.
 - Ensures states make annual determinations for local districts and schools on their progress to meet the state’s annual, short-term and long-term state goals for all students and individual subgroups of students.
 - Ensures formal statewide, public input from key education constituencies during the development of state educational goals.
 - Allows states to negotiate individual district goals aligned to the state’s goals.
 - Ensures that state goals are aligned, where possible, with the state’s workforce development plan and state career and technical education initiatives to ensure that students develop the skills necessary for the state’s current and future workforce needs.
 - Prohibits the U.S. Secretary of Education from influencing or dictating the state’s development of goals under ESEA.
- Creating a state-led process of intervention for districts and schools that:
 - Allows, but does not mandate that states set aside a percentage of a district’s Title I allocation for research-based, state-determined school improvement strategies (see School Improvement section) after a sustained period of low subgroup performance, failure to meet state goals or struggling districts and schools that are at risk of failing to meet state goals.
 - Allows states to partner with struggling districts and schools before they fail to reach state-determined goals or if they begin to experience low subgroup performance.
 - Requires state-led and state-determined intervention in districts and schools after a sustained period of low subgroup performance, failure to meet state goals or demonstrated declining performance that could ultimately lead to a failure to meet state goals.
- Allowing states to continue to utilize their current state accountability system in a reauthorized ESEA.

Governors and state legislatures recommend providing more testing flexibility by:

- Providing flexibility in federal law, without approval from the Secretary, for states to offer alternative forms of any federally required state assessment, including performance-, competency-, and portfolio-based assessments.

High Quality Education for All Students

Governors and state legislatures are committed to ensuring that every student succeeds. We believe that education policy must support the belief that all students can achieve at higher levels. Disaggregated student achievement data and transparency helps governors, state legislatures, parents and educators know where to focus their efforts to increase achievement for every student.

A reauthorized ESEA should promote educational opportunity for all students and empower states to target resources to improve learning, with the greatest rate of improvement for the lowest performing students.

Governors and state legislatures recommend ensuring a high-quality education for all by:

- Continuing to require states, districts and schools to disaggregate and report assessment data for each of its schools by subgroup.
- Continuing to target Title I funds to schools with the highest concentration of students living in poverty.
- Allowing districts to aggregate subgroup populations with the subgroup population of similarly situated schools within a district where the total subgroup population in any individual subgroup category in a single school is greater than one but less than 25 students. States would maintain the ability to disaggregate subgroups in a smaller size.
- Eliminating unnecessary, cumbersome reporting requirements and focusing on identifying data critical to the achievement of all students.
- Defining a “state” consistently in all of ESEA’s titles to include all U.S. territories and outlying areas, ensuring that every child in the United States can benefit from the law.

Governors and state legislatures recommend ensuring students with disabilities succeed by:

- Preserving the federal commitment to support students with disabilities.
- Continuing the current practice of capping the percentage of students with disabilities that are offered alternative assessments.
- Ensuring all computer adaptive assessments and alternative forms of assessment given to students with disabilities meet the same high-quality criteria of regular assessments.

Governors and state legislatures recommend ensuring English language learners succeed by:

- Preserving and enhancing resources for English language learners.
- Continuing to require that states have in place standards for English language learners.
- Ensuring that English language proficiency standards are aligned with state reading content standards and allowing alignment with state math content standards.
- Continuing to require an annual assessment of English proficiency but allowing states the flexibility to use multiple measures to determine if a student is proficient.
- Ensuring states have state-designed uniform criteria for identifying and exiting English language learners and allowing states to reserve Title III funds in the first year to develop such criteria.
- Allowing states to exclude from state accountability systems the achievement scores of English language learners for no more than two years.
- Allowing states to reserve ESEA Title III funds for early education English language proficiency instruction for English language learners enrolled in high-quality state preschool programs.

School Improvement

States have been piloting research-based, state-led innovation to lift up schools out of failure and support schools with slipping performance before they fail. Federal school improvement policy and funding should support state efforts to identify, spread and scale these best practices in even more districts and schools. The current limited, federal menu of options for school improvement prevents states from utilizing school improvement strategies that work best for the unique needs of their students.

A reauthorized ESEA should redesign the federal school improvement program to bring it back to its original intent – to provide resources and a flexible menu of options to serve the nation’s lowest-performing schools.

Governors and state legislatures recommend ensuring state school improvement strategies are utilized through the following:

Identifying Schools

- Allowing states to identify the lowest-performing schools based on student achievement, student progress, graduation rates, achievement gaps, English language proficiency and any other factors as determined by the state.
- Ensuring funding for ESEA school improvement continues to be awarded to states on a formula basis with states allocating funds for statewide activities and to individual districts based on their individual needs.

State-Determined Improvement Strategies

- After a statewide needs assessment of the identified lowest-performing schools, the state would (1) develop or identify multiple research-based turnaround strategies from which local education agencies may select one or more to improve their low-performing school(s) or (2) work with high-performing districts in the state to develop individualized school improvement strategies for each school or district in need of improvement.
- States may use funding on any research-based school improvement strategy, agency or school turnaround district.
- States may use funding to develop both school-level and district-level strategies and award funds based on need as determined by the state.
- States may use funding to partner with struggling districts and schools before they fail to reach state-determined goals or if they begin to experience low subgroup performance.

Effective Leadership

- With the approval of the state, districts may reserve funding to recruit, retain, reward and develop high-quality school leaders and provide leaders with flexible resources to lead rigorous improvement activities.

Accountability

- States would identify data indicators that local districts must report to inform turnaround efforts and the state would conduct an assessment of district or school progress in improving student achievement.
- Every failing district or school receiving school improvement funding would receive, at a minimum, three years to implement and scale the selected school improvement strategy.
- If a state intervenes in a district or school before failure, the state may determine the length of time a school improvement strategy would be implemented and scaled.
- If the state determines that adequate achievement gains have not been made after the third year, within the next school year, the state would: (1) take over the school/district using a state achievement district or (2) use a more rigorous improvement strategy that may include restructuring, closure or restart.

Empowering Teachers and School Leaders

Governors and state legislatures recognize that teachers and school leaders are central to the success of our nation's students. ESEA should reflect their importance while building on state efforts to support them as professionals. Teachers and school leaders should play a key role in designing and delivering professional development, and teacher and school leader evaluation systems should be collaboratively designed by states, district leaders, school leaders and teachers.

A reauthorized ESEA should empower and reward high-quality teachers and school leaders, provide growth opportunities for those educators that need improvement and accelerate state efforts to build a high-quality education workforce.

Governors and state legislatures recommend supporting the lifelong learning of teachers and school leaders through the following:

- In rewriting ESEA, Congress should lay the groundwork for linkages between Title II of ESEA and Title II of the Higher Education Act (HEA) to allow for and incentivize cooperative efforts between

state and local K-12 and postsecondary partners to create an effective system of teacher and school leader education, placement and professional development.

Governors and state legislatures recommend allowing states to determine quality in the teaching profession by:

- Rescinding the federal definition of a highly qualified teacher and requiring teachers to meet all applicable state requirements to enter and remain in the teaching profession, including a state teaching licensure.

Governors and state legislatures recommend improving the evaluation of teachers and school leaders through the following:

- If a state chooses to implement a teacher and school leader evaluation system that is (1) peer-reviewed or (2) meets the broad criteria below, a state may reserve Title II funds for statewide activities to provide a statewide teacher and school leader professional development system, to develop strategies for alternate career pathways to teaching and to administer the statewide teacher and school leader evaluation system.
 - The teacher and school leader evaluation system would provide:
 - Meaningful weight on
 - Multiple-measures of teacher and principal performance;
 - Evidence of student learning; and
 - Contributing factors to student growth.
 - State-determined differentiated levels of teacher and school leader performance that are clearly articulated using performance rating categories.
 - Any other measures the state determines necessary to ensure measurement of teacher and school leader quality.
- The state, in collaboration with teachers, school leaders and district leaders, would have flexibility to determine how the results of the evaluation system would be utilized to support the professional development of educators.
- The Secretary may not dictate or require any methodology as part of a state's teacher and school leader evaluation system.

Governors and state legislatures recommend ensuring the equitable distribution of high-quality teachers and school leaders by:

- Requiring states to develop teacher equity plans and guidelines for local education agencies to ensure students are taught by effective teachers and schools are led by effective school leaders.
- Allowing states to reserve funds allocated under Title II to support state and local strategies to ensure high-quality teachers are equitably distributed for every year after the first year the law is in effect, only if Congress appropriates Title II at or above the law's authorized levels.

Governors and state legislatures recommend supporting high need schools' recruitment, retention and development of quality teachers and school leaders by:

- Establishing the Teacher Incentive Fund in law with a new focus on equitable distribution of highly effective teachers and school leaders while awarding funds to states on a formula basis.
- Allowing states to use the funding for statewide activities and competitively award funding to school districts to support performance-based efforts to increase the number of high-quality teachers and school leaders in low-achieving schools.
 - States would prioritize funding to schools with the most significant achievement gaps between subgroups, with a secondary priority on the lowest-performing schools.
 - Districts would be encouraged to use innovative strategies to recruit, retain and develop high-quality teachers and school leaders.

State and Local Flexibility

States and schools must be given increased flexibility to meet the individual needs of students and prepare them to compete in a highly-skilled workforce. A reauthorized ESEA should be accompanied by an increase in state authority to manage programs and have more certainty in the state plan and waiver approval process.

Governors and state legislatures recommend improving the state plan approval process by:

- Requiring the Secretary to establish multidisciplinary peer review teams with state representation and render a decision on the state plan within 60 days of submittal.
- Allowing states to revise and re-submit the plan within 60 days if the Secretary determines the plan does not meet the requirements of Title I.
- Making the state plan automatically approved if the Secretary does not render a decision on the initial state plan or resubmitted state plan within 60 days of receipt.
- Requiring the Secretary to ensure a peer-reviewed determination is issued on the resubmitted state plan within 60 days.
- Allowing states a hearing if their plan is denied after resubmission of the request.
- Preventing the Secretary from altering or requiring states to adopt additional academic content or achievement standards, using specific assessment instruments or prescribing specific state standards.
- Prohibiting the Secretary from disapproving any part of a state plan, including state goals, school improvement strategies or teacher equity plans, unless the U.S. Department of Education can provide substantive, research-based evidence that the plan will negatively affect children's education or have limited effect on school improvement efforts.
- Allowing states a grace period to adjust policy if the Department determines that a state law does not meet the requirements of ESEA.

Governors and state legislatures recommend improving funding flexibility by:

- Increasing the percentage of funds states (or the local education agency with the permission of the state) may transfer between ESEA programs while maintaining the prohibition on funding transfers from Title I or Title III to any other program.
- Ensuring districts and schools participating in the National School Breakfast and Lunch Community Eligibility program are not impacted if data is not available on the percentage of students qualifying for free or reduced-price school meals.
- Allowing flexible use of funding to support state and district efforts to provide afterschool, summer and year-round educational programs for low-income students.
- Allowing states to leverage ESEA funds to strengthen state Science, Technology, Engineering and Math education programs for low-income students.

Governors and state legislatures recommend improving the federal waiver process by:

- Continuing to allow states to request a waiver for any statutory or regulatory requirement in ESEA at any time after passage of a reauthorized ESEA.
- Requiring state approval for local education agencies to request a waiver from ESEA.
- Requiring the Secretary to establish multidisciplinary peer review teams with state representation and render a decision on the state waiver request within 60 days of submission.
- Allowing states to revise and re-submit the waiver request within 60 days if the Secretary notifies that state that their waiver has not been approved.
- Requiring the Secretary to ensure a peer-reviewed determination is issued on the re-submitted waiver request within 60 days.
- Allowing states a hearing if their waiver request is denied after re-submission of the request.
- Prohibiting the Secretary from disapproving a waiver request for conditions outside of the scope of the waiver request or imposing new or additional requirements not specified in ESEA in exchange for receipt of a waiver.

CONTACTS

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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: June 19, 2015

ACTION: Utah Professional Practices Advisory Commission Cases

Background: The Utah Professional Practices Advisory Commission (UPPAC) is advisory to the State Board of Education in making reports and recommendations regarding educator licensing to the Board. Each month a report of UPPAC actions is given to the Board, and specific cases with recommended actions, including suspension, revocation, and reinstatement of educator licenses, are brought to the Board for review and action.

Key Points: The Board has instituted a process for review and action on UPPAC cases. Generally, the first month a case comes to the Board with a recommendation from UPPAC the Board reviews the case in an executive session. Action is taken on the case in a subsequent meeting. Occasionally the Board will take action on a case under review the first time it is reviewed.

The following cases are submitted to the Board for review:

- Case No. 12-1092
- Case No. 14-1244
- Case No. 14-1234
- Case No. 14-1224
- Case No. 07-816

Anticipated Action: The Board will consider action on UPPAC cases.

Contact: Ben Rasmussen, 801-538-7835



MEMORANDUM

Utah Professional Practices
Advisory Commission
250 East 500 South
P.O. Box 144200
Salt Lake City, UT
84114-4200

Phone: (801) 538-7745
Fax: (801) 538-7768
www.schools.utah.gov/uppac

TO: Utah State Board of Education
FROM: Benjamin Rasmussen, Executive Secretary
Utah Professional Practices Advisory Commission (UPPAC)
SUBJECT: Recommendation of the Utah Professional Practices Advisory Commission (UPPAC)
DATE: June 19, 2015

Martin Bates
Granite School District

Calbert Beck
Murray School District

Kathleen Carter
Alpine School District

Dawn Davies
Community Member

Terry Krieger-James
Nebo School District

Jo Jolley
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The following recommendations of the Utah Professional Practices Advisory Commission (UPPAC) are transmitted for review and action by the Utah State Board of Education:

- Case No. 12-1092**
The commission recommends suspension of the educator’s Level 2 Elementary Education, Early Childhood and Special Education License. UPPAC recommends that the educator’s license be suspended for not less than two (2) years with conditions from the date of Board action pursuant to a stipulated agreement. Reinstatement, following a UPPAC hearing and recommendation, is subject to Board approval.
- Case No. 14-1244**
The commission recommends suspension of the educator’s Level 2 Education License. UPPAC recommends that the educator’s license be suspended for not less than two (2) years from the date of Board action pursuant to a stipulated agreement. Reinstatement, following a UPPAC hearing and recommendation, is subject to Board approval.
- Case No. 14-1234**
The commission recommends suspension of the educator’s Level 2 Secondary Education License. UPPAC recommends that the educator’s license be suspended for not less than three (3) years with certain conditions from the date of Board action pursuant to a stipulated agreement. Reinstatement, following a UPPAC hearing and recommendation, is subject to Board approval.
- Case No. 14-1224**
The commission recommends suspension of the educator’s Level 1 Secondary Education License. UPPAC recommends that the educator’s license be suspended for not less than one (1) year with certain conditions from the date of Board action pursuant to a stipulated agreement. Reinstatement, following a UPPAC hearing and recommendation, is subject to Board approval.
- Case No. 07-816**
The commission recommends that the Petitioner’s request for license reinstatement be denied. UPPAC further recommends that Petitioner be allowed to seek a new reinstatement hearing in no sooner than six months from board approval, and upon completion of specified conditions.

UPPAC is charged with maintaining and promoting a high standard of professional ethics among Utah educators. It is advisory to the State Board of Education in making recommendations regarding educator licensing and may take other disciplinary action respecting educator misconduct.