

SUCCESS ACADEMY

Special Education Implementation Plan

Board Presentation — Response to Special Education Compliance Audit



Three audit recommendations • Two campuses (UTU & SUU) • Full IDEA & Utah compliance

Three Recommendations, One Structural Response

The audit identified three areas for action. For each, this plan presents the auditor's recommendation alongside the action SUCCESS Academy has taken.

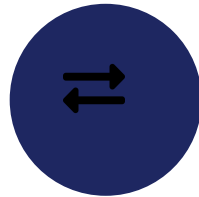


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Recommendation 1

Centralize Related Service Tracking

A named compliance officer, reconciled service logs, and a 24-hour logging standard.

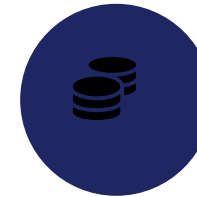


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Recommendation 2

Formalize Disciplinary Data Sharing

Native PowerSchool logging and automated alerts at the 5-day removal threshold.



3

Recommendation 3

Restructure Fiscal & Personnel Allocation

A shared-service model, consolidated oversight, partner-district contracts, and training.

Centralizing & Formalizing Related Service Tracking



AUDITOR RECOMMENDATION

- Assign a compliance officer with full system access to behavioral data across the school to prevent data-siloing.
- Execute monthly reconciliations between mandated IEP service grids and actual Special Education and Support Services (SESS) instructional logs.
- Require all special education staff, aides, related-service providers, and counselors to log verified service delivery within 24 hours of student contact.



OUR ACTION PLAN

- An administrator serves as compliance officer with full SIS (Powerschool) access to both campuses' behavioral data.
- The compliance officer holds bi-weekly reconciliation meetings with UTU and SUU administration, keeping data flowing freely between educators.
- Train all staff to enter service metrics natively into the SIS within 24 hours (1 Business Days).
- SUCCESS Academy's MOU with service providers will include requirement for documenting all service metrics within 24 hours. The contracted service providers will then report their service logs to the compliance officer, who will log those metrics into the SIS within 24 hours.
- Campus Principals review Special Education and Support Services (SESS) weekly with Special Education Learning Coaches — covering behavioral and academic data, PD, Child Find, and logging compliance.

Formalizing Inter-Departmental Disciplinary Data Sharing



AUDITOR RECOMMENDATION

- Eliminate off-ledger data silos through an enforced SOP for real-time disciplinary data sharing between building administration and special education.
- Log all Office Discipline Referrals (ODRs), administrative exclusions, and classroom removals natively within PowerSchool.
- Hard-code an automated alert at 5 cumulative removal days so case managers can act before the 10-day Manifestation Determination limit.



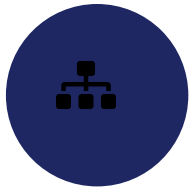
OUR ACTION PLAN

- All ODRs, administrative exclusions, and classroom removals are logged by administrators into SIS (PowerSchool).
- Automated weekly SIS reports flag any student reaching 5 cumulative removal days and email administration and, if the student is a student on an IEP, the administrator will notify the Learning Coach directly.
- These alerts are reviewed in the weekly admin meeting and again in the bi-weekly compliance-officer meeting.

Fiscal & Personnel Allocation: A Structural Transition

To resolve ongoing financial exposure and systematically lower the school's permanent federal spending baseline (MOE).

01



Restructure Service Delivery

Replace standalone SPED staffing with a shared-service model.

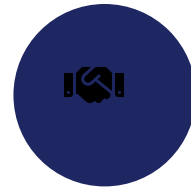
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Consolidate Oversight

A single named Special Education Compliance Officer for accountability.

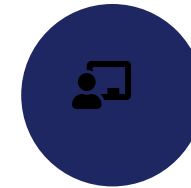
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Contract Partner Districts

ICSD and WCSD deliver instruction, services, eligibility and evaluations.

04



Systemic Training & PD

Two mandatory tracks for leadership and instructional staff.

05



MOU Development

Agreements that outline services, data, logging, and roles.

Restructuring In-House Service Delivery



AUDITOR RECOMMENDATION

- Consider eliminating the standalone special education teacher and program coordinator staffing lines upon contract expiration.
- An enrollment footprint of five students would not typically justify standalone internal instructional lines.



OUR ACTION PLAN

- The current SPED model of internal SPED teacher and consultant is discontinued.
- The Executive Director executes MOUs with WCSD and ICSD, each supplying a 0.4 FTE Special Education Learning Coach.
- The shared-service model resolves the audit's staffing concern while preserving all instruction and related services.

Consolidating Special Education Oversight



AUDITOR RECOMMENDATION

- Formally require a school administrator to perform the role of Special Education Compliance Officer.
- This creates a single point of structural accountability for all state reporting, compliance issues, and grant assurances.



OUR ACTION PLAN

- The UTU Campus Principal is formally designated Special Education Compliance Officer — one named point of accountability for reporting, compliance, and grant assurances.
- Both UTU and SUU Principals have met with the USBE Special Education Specialist and approved a formal action plan for the APPEL-SpEd program.
- Both Principals are working on the APPEL-SpEd program and begun the required coursework.
- This produces redundant cross-campus coverage while keeping accountability centralized.

Contracting With Partner School Districts

Direct delivery of special education services and diagnostic evaluations shifts to established public school systems through executed MOUs. Each district staffs a 0.4 FTE Special Education Learning Coach.



ICSD

Iron County School District · Serving the SUU campus

- Specially designed instruction according to their IEPs for students at SUU SUCCESS.
- Related services — counseling and social-skills instruction
- Comprehensive assessment & triennial evaluations across both campuses
- Psychological data interpretation under SUCCESS Academy's USBE-approved Specific Learning Disability combination model (for both campuses)



WCSD

Washington County School District · Serving the Utah Tech campus

- Specially designed instruction according to their IEPs for students at UTU SUCCESS.
- Related services — counseling and social-skills instruction
- Social-skills counseling for students in the St. George campus setting
- ICSD will be providing psychological data interpretation under SUCCESS Academy's USBE-approved Specific Learning Disability combination model (for both campuses)

Systemic Leadership Training & Professional Development

A mandatory, funded training and coaching program covers all leadership and instructional staff across both campuses, structured in two tracks.



TRACK 1

Executive Director & Campus Principals

- IDEA legal and fiscal boundaries, allowable cost structures, and resource-allocation rules
- Data-tracking oversight, anti-retaliation requirements, and applicable legal standards
- Key objective: distinguishing general-education MTSS from specialized instruction under an IEP
- Anchored by the USBE-approved action plan and APPEL-SpEd coursework underway for both Principals



TRACK 2

General Education Teachers & Staff

- Recognizing disability-related behaviors in the classroom
- Implementing student-specific Behavior Intervention Plans (BIPs) with high fidelity
- Applying classroom accommodations and modifications in accordance with the student's IEP correctly and protecting student dignity
- Launched with comprehensive all-staff PD delivered by a qualified special education professional

Funding Allocation

Allocations draw from **IDEA Part B flow-through funds** and state and local funds, itemized across approved categories so the training program and the service infrastructure are funded as one compliant system.

FUNDING CATEGORY	SCOPE OF FUNDED ITEMS
Contracted related services	Counseling, social-skills instruction, and other related services delivered through SUCCESS Academy and the ICSD and WCSD MOUs: comprehensive assessments, triennial evaluations, and psychological / testing materials and protocols.
Specialized personnel	School psychologist services, occupational therapy, and other qualified specialists for service delivery and evaluation through the ICSD and WCSD MOUs.
Instructional supplies & materials	Specially designed instruction materials, accommodation tools, and BIP implementation resources
Professional development	All-staff PD by a qualified SPED professional, leadership coaching, and APPEL-SpEd coursework costs

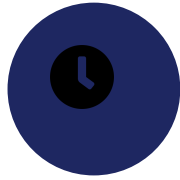
MOU Development

The MOUs with WCSD and ICSD explicitly hard-code the operational parameters that keep the shared-service model compliant under strict Board oversight.



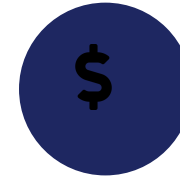
Database Synchronization

Precise operational parameters governing cross-campus database synchronization between the Academy and both districts.



Real-Time Service Logging

Defined real-time service logging requirements so delivery is verified and reconciled on schedule.



Itemized Fund Flow

The exact itemized flow of categorical funds to safely satisfy federal spending rules.

From Audit to Full Implementation

How the plan moved from the June 22 board meeting to execution — and where things stand today.



A Unified, Compliant System



No lapse in FAPE

Specially designed instruction and related services continue uninterrupted through the transition.



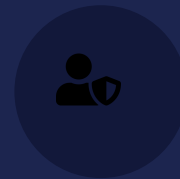
Full regulatory compliance

The plan satisfies IDEA and the Utah Special Education Rules across both campuses.



Costs sized to enrollment

Direct fixed personnel costs are removed and over time, the MOE baseline is lowered through the shared-service model.



Credentialed accountability

A single Special Education Compliance Officer, backed by APPEL-SpEd coursework and a USBE-approved action plan with an AEL.