

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Aaron Brough
Data and Statistics | Chief Privacy Officer

DATE: April 14-15, 2016

ACTION: Procedure to Designate an Alternative or Special Needs School

Background:

R277-497-6 *School Grading System—Exemption from School Grading* allows for an exemption to school grades for alternative and special needs schools. The Standards and Assessment Committee requested staff to present a process and rubrics to use when considering a school for an alternative school designation.

Board Strategic Plan:

This item supports the following imperative(s) and strategies in the Board's Strategic Plan:

- Imperatives: I. Educational Equity, II. Quality Learning
- Strategies: Accountability and Educational options

Anticipated Action:

It is anticipated that the Standards and Assessment Committee will review the process and rubric for determining if a school should be designated as an Alternative or Special Needs School under the School Grading System, and make recommendations to the Board for approval.

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At the March 2016 Utah Board of Education's Standards and Assessment Committee meeting, it was requested of staff to prepare recommended steps for a school to request being designated as an alternative school or special needs school and for staff to present a possible definition for an alternative school and rubrics that could be used in determining a schools status.

R277-497-6. Exemption from School Grading.

(1)(a) As authorized by Section 53A-1-1104, an alternative school or a special needs school may submit a request for an exemption from school grading for the next three school years to the Board by July 1.

(b) The request shall demonstrate that:

(i) the school meets the definition of an alternative school or a special needs school;

(ii) the school has the approval of:

(A) the school's LEA governing board; or

(B) if the school is the Utah Schools for the Deaf and the Blind, the USDB advisory committee; and

(iii) if the school has received an exemption for a previous school year, the school has timely submitted to the Superintendent all information necessary for the Board to evaluate the school as required by Section 53A-1-1104.

(2)(a) The Board shall exempt a school from school grading if the school meets the requirements of Subsection (1).

(b) Except as provided by Subsection (2)(c), an exemption from school grading is valid for three school years.

(c) The Board may revoke an exemption if a school fails to timely submit to the Superintendent all information necessary for the Board to annually evaluate the school in accordance with the accountability plan.

Recommended steps for requesting an alternative school or special needs designation:

1. Charter School or District submits a letter of request to USBE addressed to the State Superintendent of Public Instruction.
2. Superintendent reviews and presents application to the Board with recommendations.
3. School Board reviews application and makes determination:
 - a. Standards and Assessment Committee
 - b. Full Board (Consent Calendar)
4. Upon approval, designation of School Type updated in CACTUS database.

DRAFT OF ALTERNATIVE SCHOOLS' DEFINITION FOR BOARD

April 14-15, 2016

DEFINITIONS

"Alternative school" means a school established for the purpose of serving youth who are not succeeding in a traditional school environment and meets criteria established below.

"Originating school" means the school where a student referred to an alternative school was enrolled at the time of referral.

Criteria

1. "Alternative School" shall include the following criteria.

a. Alternative school shall be established for the purposes of serving youth who are:

- i. Not succeeding in a traditional school environment;
- ii. May be referred by a student's **originating school**, school counselor, or another designated school team;
- iii. Are enrolled for reasons other than just academic; and
- iv. Have been affected by one of more of the following:
 - (a) Physical, mental, or sexual abuse;
 - (b) Frequent relocation of residency or homelessness;
 - (c) Pregnancy or single parenting;
 - (d) Recurring absenteeism or dropping out of school;
 - (e) Repeated disruptive behavior
 - (f) Any other circumstance identified by the student's originating school, school counselor or designated school team

b. An alternative school does not include online schools.

Schools currently designated as exempt from School Grades Accountability System

Alternative Schools

	District	School	School Type
1	ALPINE DISTRICT	POLARIS HIGH SCHOOL	Alternative School
2	ALPINE DISTRICT	SUMMIT HIGH	Alternative School
3	BOX ELDER DISTRICT	DALE YOUNG COMMUNITY HIGH	Alternative School
4	CACHE DISTRICT	CACHE HIGH	Alternative School
5	CANYONS DISTRICT	DIAMOND RIDGE HIGH SCHOOL	Alternative School
6	CARBON DISTRICT	LIGHTHOUSE HIGH	Alternative School
7	DAVIS DISTRICT	MOUNTAIN HIGH	Alternative School
8	DAVIS DISTRICT	RENAISSANCE ACADEMY	Alternative School
9	DORIUS ACADEMY	DORIUS ACADEMY	Alternative School
10	FAST FORWARD HIGH	FAST FORWARD HIGH	Alternative School
11	GRANITE DISTRICT	GRANITE CONNECTION HIGH	Alternative School
12	GRANITE DISTRICT	YOUTH EDUCATIONAL SUPPORT SCHOOL	Alternative School
13	IRON DISTRICT	SOUTHWEST EDUCATIONAL ACADEMY	Alternative School
14	JORDAN DISTRICT	VALLEY HIGH SCHOOL	Alternative School
15	NEBO DISTRICT	LANDMARK HIGH	Alternative School
16	NORTH SANPETE DISTRICT	NORTH SANPETE SPECIAL PURPOSE SCHOOL	Alternative School
17	OAKGROVE SCHOOL	OAKGROVE SCHOOL	Alternative School
18	OGDEN CITY DISTRICT	GEORGE WASHINGTON HIGH	Alternative School
19	PROVO DISTRICT	INDEPENDENCE HIGH	Alternative School
20	SALT LAKE DISTRICT	HORIZONTE INSTR & TRN CTR	Alternative School
21	SEVIER DISTRICT	CEDAR RIDGE HIGH	Alternative School
22	TOOELE DISTRICT	BLUE PEAK HIGH	Alternative School
23	UINTAH DISTRICT	ASHLEY VALLEY EDUC CTR	Alternative School
24	UINTAH RIVER HIGH	UINTAH RIVER HIGH	Alternative School
25	WASHINGTON DISTRICT	MILLCREEK HIGH	Alternative School
26	WEBER DISTRICT	SUMMIT VIEW	Alternative School
27	WEBER DISTRICT	TWO RIVERS HIGH	Alternative School
28	YOUTH VILLAGE ACADEMY	YOUTH VILLAGE ACADEMY	Alternative School

Special Needs Schools

	District	School	School Type
1	ALPINE DISTRICT	DAN W. PETERSON	Special Needs
2	ALPINE DISTRICT	HORIZON SCHOOL	Special Needs
3	AMERICAN HERITAGE AT SOUTH JORDAN	AMERICAN HERITAGE AT SOUTH JORDAN	Special Needs
4	AMERICAN LEGACY ACADEMY	AMERICAN LEGACY ACADEMY	Special Needs
5	AUTISM BEHAVIOR TREATMENT CENTER	AUTISM BEHAVIOR TREATMENT CENTER	Special Needs
6	CACHE DISTRICT	SPECIAL SERVICES	Special Needs
7	CACHE VALLEY LEARNING CENTER	CACHE VALLEY LEARNING CENTER	Special Needs
8	CANYON SCHOOL FOR THE ARTS	CANYON SCHOOL FOR THE ARTS	Special Needs
9	CANYONS DISTRICT	CANYONS TRANSITION ACADEMY	Special Needs
10	CANYONS DISTRICT	JORDAN VALLEY SCHOOL	Special Needs
11	CANYONS DISTRICT	SOUTH PARK ACADEMY	Special Needs
12	CARBON DISTRICT	CASTLE VALLEY CENTER	Special Needs
13	CARITAS ACADEMY OF CLASSICAL CHRISTIA	CARITAS ACADEMY OF CLASSICAL CHRISTIAN EDUC	Special Needs
14	CARMEN PINGREE SCHOOL	CARMEN PINGREE SCHOOL	Special Needs
15	CHILDREN'S CHRISTIAN SCHOOL	CHILDREN'S CHRISTIAN SCHOOL	Special Needs
16	CLEAR HORIZONS	CLEAR HORIZONS	Special Needs
17	DANCING MOOSE MONTESSORI	DANCING MOOSE MONTESSORI RIVER PARK	Special Needs
18	DAVIS DISTRICT	STAR TRANSITION	Special Needs
19	DUCHESNE DISTRICT	CON AMORE SCHOOL	Special Needs
20	EVERGREEN MONTESSORI ACADEMY	EVERGREEN MONTESSORI ACADEMY	Special Needs
21	GRANITE DISTRICT	HARTVIGSEN SCHOOL	Special Needs
22	JEWISH COMMUNITY CENTER	JEWISH COMMUNITY CENTER	Special Needs
23	JORDAN DISTRICT	KAURI SUE HAMILTON	Special Needs
24	JORDAN DISTRICT	RIVERS EDGE SCHOOL	Special Needs
25	JORDAN DISTRICT	SOUTH VALLEY SCHOOL	Special Needs
26	KIDS WORLD	KIDS WORLD	Special Needs
27	MONTESSORI AT RIVERTON	MONTESSORI AT RIVERTON	Special Needs
28	MONTESSORI LEARNING CENTER	MONTESSORI LEARNING CENTER	Special Needs
29	MURRAY DISTRICT	MURRAY ADULT TRANSITION	Special Needs
30	NEBO DISTRICT	BRIDGES NEBO TRANSITION CENTER	Special Needs
31	NEBO DISTRICT	OAKRIDGE SCHOOL	Special Needs
32	NEW HORIZONS ACADEMY	NEW HORIZONS ACADEMY	Special Needs
33	OGDEN CITY DISTRICT	CONTRACTED SPECIAL EDUCATION	Special Needs
34	OGDEN CITY DISTRICT	SPEC EDUC ATC	Special Needs
35	OGDEN VALLEY MONTESSORI SCHOOL	OGDEN VALLEY MONTESSORI SCHOOL	Special Needs
36	PROVO DISTRICT	EARLY CHILDHOOD ED CNTR	Special Needs
37	PROVO DISTRICT	EAST BAY POST HIGH	Special Needs
38	PROVO DISTRICT	OAK SPRINGS SCHOOL	Special Needs
39	SALT LAKE DISTRICT	CHILDREN BEHAVIOR THERAPY UNIT (CBTU)	Special Needs
40	SALT LAKE DISTRICT	COLUMBUS COMMUNITY CENTER	Special Needs
41	SALT LAKE DISTRICT	PRIVATE SCHOOL	Special Needs
42	SEPS LEARNING CENTER	SEPS LEARNING CENTER	Special Needs
43	UTAH AUTISM ACADEMY	UTAH AUTISM ACADEMY	Special Needs
44	UTAH AUTISM ACADEMY	UTAH AUTISM ACADEMY AT CLEAR HORIZONS	Special Needs
45	UTAH CATHOLIC SCHOOLS	UTAH CATHOLIC SCHOOLS	Special Needs
46	UTAH SCHOOLS FOR DEAF & BLIND	BLIND REGION 2	Special Needs
47	UTAH SCHOOLS FOR DEAF & BLIND	CENTRAL REGION DEAF	Special Needs
48	UTAH SCHOOLS FOR DEAF & BLIND	JEAN MASSIEU SCHOOL FOR THE DEAF	Special Needs
49	UTAH SCHOOLS FOR DEAF & BLIND	NORTH REGION BLIND	Special Needs
50	UTAH SCHOOLS FOR DEAF & BLIND	NORTH REGION DEAF	Special Needs
51	UTAH SCHOOLS FOR DEAF & BLIND	SOUTH REGION DEAF	Special Needs
52	WASATCH CHRISTIAN SCHOOL	WASATCH CHRISTIAN SCHOOL	Special Needs
53	WASHINGTON DISTRICT	POST HS SELF-CONT	Special Needs
54	WEBER DISTRICT	CANYON VIEW SCHOOL	Special Needs

IDENTIFYING A SPECIAL NEEDS EDUCATION SCHOOL

	4	3	2	1
Was the school established to <u>only</u> serve students who have disabilities?	School was established to <u>only</u> serve students who have disabilities.	School was established with a specific focus on students who have disabilities that goes beyond what is required by federal and state law, but they do not serve only students with disabilities.	School serves an above average amount of students who have disabilities though this is not a specific focus of the school (beyond what is required by state and federal law).	School was established as a traditional school and serves youth with disabilities in accordance with federal and state law.
Does the school only have a population of students that require more than 180 minutes of daily special education and related services as part of an IEP?	100% of students require 180 minutes of services.	A majority of students require 180 minutes of services OR almost all students require services as part of an IEP though some may need less than 180 minutes daily.	An above average amount of students require services as part of an IEP though some may need less than 180 minutes daily.	A typical number of students require services as outlined by an IEP.
Does the entity meet the official definition of elementary or secondary school? Definition: A school is a nonprofit institution, including charter schools, that provides elementary or secondary education as determined by state law. School has accredited all grade levels that require accreditation according to board rule R277-410-3 or are in the process.	Entity meets definition of an elementary/secondary school. If not all required grades are accredited, the entity is currently in the process of accreditation.			Entity does not meet definition of an elementary/secondary school. NOTE: An entity that is not a school must apply under their parent school.
Total	(3 – 6 not Special Needs School, 7 – 9 Possible Recommendation, 10 – 12 Special Needs Recommended)			

IDENTIFYING AN ALTERNATIVE SCHOOL

	4	3	2	1
Was the school established to serve youth who are not succeeding in a traditional school environment?	School was established to serve youth who were not succeeding in their traditional school.	School was in part established to serve youth who were not succeeding in their traditional school. The school has been established for additional purposes as well.	School serves an above average amount of students who were not succeeding in their traditional school but this is not their established purpose.	School was established as a traditional school to serve a traditional population.
Does the scheduling and teaching methods differ from that of a traditional school?	School scheduling or teaching methods are unlike those of a traditional school.	School scheduling or teaching methods are somewhat different from a traditional school.	School scheduling or teaching methods have one or two minor differences from a traditional schools, but basically they are the same.	School has a traditional schedule and uses traditional teaching methods.
Are students referred by their originating school?	All students were referred by their originating school.	A majority of students were referred by their originating school.	Some students were referred by their originating school.	No students, or almost no students, were referred by their originating school.
Are students enrolled for reasons beyond just academic?	All students are enrolled for reasons beyond academic.	A majority of students are enrolled for reasons beyond academic.	Some students are enrolled for academic reasons and some for other reasons.	Students are enrolled for academic reasons.
Are students who attend the school been affected by one or more of the following: (A)Physical, mental, or sexual abuse (B)Frequent relocation of residency or homelessness (C)Pregnancy or single parenting (D)Recurring absenteeism or dropping out of school (E)Repeated disruptive behavior	All students have been affected by one or more.	Most students have been affected by one or more.	An above average number of students have been affected though not most.	An average amount of students have been affected.
Total	(5 – 10 Not Alternative, 11 – 14 Possible Recommendation, 15 – 20 Alternative School Recommended)			